CHAPTER – I
INTRODUCTION

1.1 Importance of an Effective Teaching:

Education enables a person to facilitate one’s duties and responsibilities to oneself, to the family, to the society and to the Nation and help him to live a successful and meaningful life that inspires and guides the younger generation. Both the laypersons and professional educators believe firmly that the effectiveness of an educational programme is largely determined by the quality of teachers as they interpret, imbibe and transmit knowledge and intellectual traditions from generation to generation. The importance of teacher in the process of education is of great value. “Of all the different factors, which influence the quality of education and its contribution to National Development, the quality, competence and characters of teachers are undoubtedly the most significant (Indian Education Commission 1964-66). In the words of Kothari D.S. “A right kind of teacher is one who possesses a vivid awareness of two missions. He not only loves his subject, but also loves whom he teaches. His success will be measured not in terms of percentage of the result alone, but by the quality of life and character of men and women whom he has taught”.

Effective education can be achieved through the efforts of well qualified, competent and effective teachers. Depending on the demands of the era, the educational aims and objectives change very rapidly. These demands have a direct influence on the educational system. Every country develops its system of education to meet the challenges of changing times. India being a developing country, the teachers have the great responsibility of
making the students competent enough to stand with their counterparts in the
developed countries and to make the country economically independent. To
retain the enrolled masses in the classroom, to make real education possible,
to increase the level of achievement, to tap the potentialities of the students
and to improve educational standards remarkably, the teacher should not only
be committed and devoted but also be competent and effective. To mould the
students into ideal democratic citizen with efficiency and skill, the teachers’
should be exemplary, competent and effective and devoted to the profession
with expertise and intellect.

Effective teaching can only be viewed in relation to effective learning.
Mac Gilchrist, Myers and Reed (1997) emphasises that effective teaching and
learning constitute a pact between the teacher and the learner. They illustrate
the contribution of teacher and learner towards effective teaching and learning
in a diagrammatic representation. (Fig. 1.1)

Teachers need a constant review of their attitudes and beliefs about
learners and learning processes. They should motivate their students and
show the willingness to design teaching and learning that is fit for the
purposes. Effective teachers mainly focus on pupils and adopt a combinations
of various learning activities considering the educational context (Brown and
Melentyre (1993). Doyle (1990) view the classrooms as busy and crowded
places where students of different interests and abilities assemble to
accomplish a wide variety of tasks. A large number of events may occur
simultaneously which are unpredictable. To manage all these events, teacher
requires professional competencies.
Figure 1.1
The teaching and learning PACT
The interdependence of the teacher and the learner
Source: MacGilchrist, Myers and Reed (1997, p.52)

THE LEARNER brings
- their background
- their capacity for experience for learning
- their prior and current knowledge, skills, interests and understanding
- their proposed learning style
- their current profile of intelligence

TO THE PACT They bring
- self esteem and motivation
- mutual respect and high expectation
- shared commitment to learning goals
- Active participation in the learning and teaching process
- learning from each other
- reflection and performance feedback

THE TEACHER brings
- Knowledge, enthusiasm and understanding about subject matter to be taught
- Understanding of the learning process
- A degree of teaching and learning that is fit for purpose
- an emphasis on instruction
- an ability to create a learning environment with appropriate learning conditions
Improved physical facilities, teaching techniques etc., no doubt supplement a teacher’s efficiency but these can not be substitutes for an effective teacher. The importance of an effective teacher in the education process is indeed, indisputable. The profession of a teacher is a calling, a vocation and a mission. An effective teacher will definitely touch the minds and lives of the students and will bring desirable changes and modification in their behaviour and develop positive attitudes towards life.

The present study involves two variables in the field of educational research. The purpose of this chapter is to present a comprehensive conceptual framework of the two aspects of the study namely teacher effectiveness and professional competency.

1.2 Meaning of Teacher Effectiveness:

The term teacher effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness include efficacy in strategies of instruction, student and classroom management, interpersonal relations, evaluation and feedback etc.

The teacher effectiveness is made up of two familiar words ‘teacher’ and ‘effectiveness’. Teacher is a person who teaches i.e. impart knowledge or skills to the learner. ‘Effectiveness’ is the quality of being successful in producing an intended result’ (Collin’s English Dictionary)
1.2.1 Difference between Teacher Effectiveness and Teaching Effectiveness:

The term teaching effectiveness implies the effectiveness of teaching within given unit, where as the term teacher effectiveness refers to individual teacher performance. Teacher effectiveness is a nebulous concept as no universally acceptable formula can be given to define ‘an effective teacher’ Questions like what makes teachers effective? What are the qualities and characteristics of effective teachers? How can these qualities be identified? These questions remain unanswered satisfactorily even after several years of research in this area conducted in different countries by large number of educationists. Until and unless these questions are successfully answered the right type of pre-service and in-service training to accomplish the dream of moulding effective teachers would not be possible.

Effective teaching should be considered only in relation to effective learning. Saljo suggested that academic learning can be judged qualitatively as increase in knowledge and utilization of facts and methods in real situations (Saljo, 1979). Most studies emphasized that for an effective teacher, qualities such as knowledge of subject matter, skills in instruction and personal qualities are useful when they work with students. When more importance is given to personal qualities, effective teachers are described as energetic enthusiastic, imaginative, having a sense of humour etc. If the teaching skills and knowledge of subject matter are considered effective teachers are viewed as being masters of subject they teach, having ability to clarify ideas, able to establish relationships, able to elicit maximum participation of students, creative, and reasonable etc.
1.2.2 Models of Teacher Effectiveness:

Different models of teacher effectiveness were proposed from time to time. Hence, the two important models like Medley’s structure of teacher effectiveness and Cheng and Tsui’s model of teacher effectiveness, which are relevant to the present study are discussed below:

(A) Medley’s Structure of Teacher Effectiveness:

This model is strictly based on Mitzel’s presage-process-product criteria of teacher effectiveness. The figure shows nine important type of variables involved in the definition of teacher effectiveness. The five cells in the top row define five types of variables which are used as basis for evaluating teacher. The second row has four cells representing four additional type of variables that affect the outcome of teaching but are not controlled by the teacher. Each cells is joined by such an arrow to the another cell, that it influences most directly. (Fig.1.2)

The following figure explains about the different variables under pre-existing characteristics and the detailed information about the variables are discussed in the following paragraphs.
Figure 1.2
Medley’s Structure of Teacher Effectiveness

Pre-existing Teacher Characteristics

Teaching Competencies

Teacher Performance

Pupil Learning Experience

Pupil Learning Outcomes

Teacher Training

External Context

Internal Contexts

Individual Pupil Characteristics

Source: Medley, 1982 P. 1899
(i) **Pre-existing teacher characteristics Variable**: It refers to knowledge, beliefs, ability and personality traits that the teacher possess on entering into professional training.

(ii) **Teacher Competence**: It designate the skills, knowledge and abilities that a teacher possesses and brings to teaching context. These are stable characteristics of the teacher that may not change when situations change.

(iii) **Teacher Performance**: It means the teacher’s classroom behaviour while teaching, inside and outside the class room. It is understood in term of what the teacher actually does.

(iv) **Pupils’ learning Experience**: It refers to the pupil behaviour while teaching is carried out. This, of course is not a teacher characteristic but it depends on the effectiveness of teacher.

(v) **Pupil learning Outcome**: This can be considered as a direct result of learning experience of pupils. When a teacher "teaches" he/she tries to provide learning experiences and opportunities to the learner who is expected to achieve the desired learning outcome.

(vi) **Teacher Training**: It reflects the efforts of teacher educators to help a teacher grow in competence that is to add additional competencies to his or her repertoire of particular interest in pre-service preparation. The set of competencies acquired by a teacher at the end of pre-service training is a mixture of pre-existing teacher characteristics and knowledge, abilities and beliefs acquired during training.

(vii) **External Teaching Context**: These refers to the characteristics of school where the teacher works that interact with teacher performance. This may include the physical facilities in the school, availability of medias,
equipments and materials and the relationship between the school and the community. The variables in the cell determine the influence of school personnel to teacher effectiveness.

(viii) Internal Teaching Context: These variables are characteristics of the class taught by the teacher, that interacts with the teacher performance in determining the learning experiences that the pupils have in that classroom. These include size of the class, age group, ability, heterogeneity and socio-economic characteristics.

(ix) Individual Pupil Characteristics: These are characteristics of a pupil that determine what learning outcomes result from any particular learning experience that pupils might have. Two pupils would be affected differently by identical learning experiences as they differ in their ability, interests and values.

(B) Cheng and Tsui’s (1996) Model of Levels of Teacher Effectiveness:

Cheng and Tsui (1996) developed a modified form of Medeley’s structure by introducing two additional components, namely teacher evaluation and professional development as shown in fig. 1.3.

Based on the above structure three different strategies for improving teacher effectiveness was suggested by Cheng (a) the short term strategy (b) the long term strategy and (c) dynamic strategy

(a) The Short Term strategy: This method focuses on change in overt teacher behaviour to adapt to teaching context. Teachers’ context is not chosen by teachers but it is something given and teachers must adjust or accommodate their behaviour to the context. Also the short term strategy
assumes that there are some standard teaching behaviours (Cheng and Tsui 1998) that can be prescribed directly to all teachers.

(b) Long Term Strategy: This aim at the empowerment of teacher competence that enables the teachers to have sufficient knowledge technique and confidence which help them to develop their own styles of teaching. The process of strengthening of teacher competence require continuous process of systematic learning and reflection. Summative, formative and diagnostic evaluation of teachers help them to develop repertories of professional competency to teach more effectively in different teaching contexts.

(c) Dynamic Strategy: The main assumption in this strategy is that most of the components that influence the structure of teacher effectiveness can be changed. To improve teacher effectiveness, teachers’ competence, teacher performance and teaching contexts should be altered. This strategy is intended to empower teachers as educational leaders so that they can play active roles in improving internal and external teaching context.

From various models discussed in this section a thorough understanding of the different criteria for teacher effectiveness and the possibilities of achieving maximum levels of teacher effectiveness are understood.
Figure 1.3
Cheng and Tsui Model Adopted from Medley

Pre-existing Teacher characteristics

Teacher Education

Teacher competence

External Teaching context

Teacher Performance

Internal teaching context

Student learning Experience

Individual student characteristics

Professional development activities

Student learning out comes

Teacher evaluation activities

Source: Cheng and Tsui, 1996 P.9
Effectiveness of teacher, based on competencies and performance is important in any educational setting. The teacher competency or the performance would be enhanced by internal and external criterion adopted for teacher effectiveness. This would definitely have influence on the functional aspect of teachers and will ultimately affect the pupils learning outcomes.

1.2.3 General Factors Affecting Teacher Effectiveness:

Researches in India and abroad have tried to find out the correlates of teacher effectiveness. Some of the factors reported to be influencing the teacher effectiveness are:

(i) **Academic Achievement and Teacher Effectiveness**: Academic achievement stand as an evidence for the scholastic performance of the individual in the curricular subject and learning outcomes. Subject matter knowledge is positively correlated to teacher effectiveness (Collinson 1996) A deep thorough knowledge of the concerned subject is a must for an effective teacher.

(ii) **Intelligence and teacher effectiveness**: Intelligence helps a person to adjust to environment and learn from previous experiences. For an individual to succeed in school and job, intelligence is the most important factor (Linda 1990). Intelligence include the abilities in problem solving and critical thinking. Dave (1966) reported significant positive correlation between intelligence and teaching success. There is a chance of teachers with high intelligence score of being more effective and competent in the teaching – learning process.

(iii) **Teacher Education and Teacher Effectiveness**: Teacher education is intended to prepare effective teachers. It is during this period, the transformation of the individual, to a committed and competent teaching
professional equipped with all necessary skills and professional readiness to carry out their duties effectively and successfully take place. Before a teacher enters into career, familiarity with the responsibility of teaching in school, understanding about the student psychology, basic understanding of philosophical, sociological, and psychological foundation of education etc are essential. Kothari commission emphasized the need for a sound teacher education system in the preparation of competent and effective teachers.

(iv) Socio Economic Status and Teacher Effectiveness: The socio-economic status of individuals as determined by the accepted socio-economic norms affect them. Social status is the position of that individual in society. The social prestige, occupation, education, income, standard of living, etc determine this status. Teacher effectiveness is influenced by socio-economic status of the teachers (Dave 1966; Linda 1990).

(v) Personality Factors and Teacher Effectiveness: Personality characteristics like self-concept, social and emotional adjustment, confidence and teacher pupil relationship have been found significantly related to teacher effectiveness by various researchers. Some characteristics are common to all professionals but there are certain qualities specifically needed for teaching successively (Nelson, 1998).

(vi) Adjustment and Teacher Effectiveness: Every individual tries to maintain with his circumstances and attempts to meet the demands of situation. If teachers can adjust to their domestic and departmental circumstances, they can easily cope with the situations. They easily get along with their pupils and colleagues (Wangoo, 1984).
(vii) **Interest and Teacher Effectiveness**: Teacher’s overt behaviors are moulded to a great extent by their interest in the job. Effective teachers show interest in the welfare and achievement of students and performance of entire school. If teachers are not really interested in their job, their pupils, subject they teach and institution where they work, they would not be able to do justice to their pupils. Taking all these facts into consideration it is essential that teacher’s interest should be considered for determination of teacher effectiveness (Birney 1990).

(viii) **Teacher Pupil Relationship and Teacher Effectiveness**: Teachers who keeps a good relationship with their students would carry out their duties with interest and satisfaction. If teachers maintain a friendly approach with students, they would freely approach them. This would further influence teacher effectiveness. Maintaining a sound relationship with students help teachers in tackling the behavioral problems of students. Thus good teacher-pupil relationship is considered as an important factor of teacher effectiveness (Taylor, Fraser and Fisher 1997).

(ix) **Job Satisfaction and Teacher Effectiveness**: Job satisfaction is the satisfaction of a worker in his job. Teachers who are satisfied with their working conditions, authorities, colleagues and students would be successful in furnishing good relationship with administrators, colleagues and pupils. Satisfaction of job is as an important predictor of teacher effectiveness (Novack, 1999).

(x) **Strategies of Teaching and Teacher Effectiveness**: For effective teaching, the methodology of teaching should be changed according to development of modern society. Effective teachers adopt a range of strategies
which are suitable for specific learning aims and circumstances. To improve the effectiveness of teaching, implementation of new strategies as well as novel techniques which teachers themselves successfully introduce, help to a large extent. Effective teachers usually adopt a blend of activities, either sequentially or concurrently to attain the specified aims and objectives. (Brown and Melntyre, 1993).

Besides the above mentioned factors, teacher effectiveness is influenced by a number of other intervening variables acting as singly or jointly with variables like sex, locality, age, professional cadre, teaching experience level of aspiration, locality of school, status of school etc. The influence of all these factors has been studied and presented by various researchers.

1.2.4 Five Dimensions of Teacher Effectiveness:

Teacher effectiveness scale selected for the study mainly depends on five factors, which are:

1. **Personal Factors:** It refer to be dynamic and energetic, clarity of instruction and good modulation, maintaining cordial relationship with students, effective work style etc.

2. **Professional Factors:** It include behavioral problem of the students, good study habits and work patterns, clear cut objectives, motivating students by providing new learning experiences etc.

3. **Intellectual Factors:** It refer to command over subject, thorough in subject matter content, being conversant with up to date knowledge etc.

4. **Strategies of Teaching:** It refers to classroom teaching techniques, selection of suitable teaching methods to suit individual difference,
adoption of child centred approach, arranging group activates, display techniques etc.

5. The Social Aspects: It includes maintaining good social relationship with colleagues, active participation in social and cultural activities participating willingly in heath programmes, educating people about health and hygiene etc.

It can be concluded with the above discussion that the teacher effectiveness will be considered with the professional skills and professional quality of a teacher. Therefore, the professional competency has a significant role in teacher effectiveness.

1.3 Professional Competency:

The term professional competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs people need for success in a profession. Teachers’ professional competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc which are needed for effective teaching.

As the term ‘professional competency’ is made of two words ‘professional’ and ‘competency’, to have a better understanding of the term, the meaning and definition of the two words will be helpful. A profession may be defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite ‘fee or salary. When we use the term ‘Professional’ to any job or occupation it is supposed to have certain distinguishable features that normally go with a profession, such as
(i) A profession evolves in the process of responding to certain specific needs of a society.

(ii) A profession is characterized by systematized body of knowledge that is unique to that ‘profession’.

(iii) A profession is characterised by a body of skills.

(iv) A profession is characterized by unique professional attitude seen among its members.

(v) A profession is characterized by a service orientation;

(vi) A profession is characterized by professional-client relationship;

(vii) A profession is characterized by a code of ethics followed by its members.

(viii) One who belongs to the profession takes the job as a principal or major activity and is known to the community as such with that identity and

(ix) A profession is also characterized by constant development of new professionals.

As teaching satisfies the criteria of a profession, teaching is considered as a profession. The members of any profession have the responsibility to identify, develop and maintain high standards of competence.

According to Tomilson (1995) “competence or skill signifies a more or less consistent ability to realize particular sorts of purposes to achieve desired outcomes.” Professional competency therefore can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one’s functions.
and duties for the profession. Whereas, teaching competency can be considered as the set of knowledge, skills and capabilities of teachers to perform the duties and functions of teaching profession.

1.3.1 The Structure of Teacher Competencies:

One of the widely accepted structure of teacher competencies is that presented by Mandlev and Kessen. The developmental process of teacher competences is shown in fig.1.4.

The first step here is the identification of local or institutional goals and objectives, according to which suitable teacher behaviour is to be selected. Next step is the translation of selected behaviour into teacher variables. Third step is to select levels of proficiency. Another important step is the validation of teacher competences. If necessary, the proficiency levels in the third step can be revised.
Figure 1.4
Developmental process of Teacher Competencies

Teacher Behavior
Identifying behavioral concept relevant to local or institutional goals and objectives

Teacher variable
Translate behavioral concepts into observation and measurement procedures

Proficiency level
select optimal levels of proficiency

Revise level of proficiency if necessary

Teacher competency
validate level of proficiency against meaningful classroom changes

Source Mendley & Kessen (1959), P.133
1.3.2 Models of Teacher Competencies:

(a) Westera's Model of Teacher Competencies Structure:

According to Westera (2001) the competencies can be decomposed to many sub competencies and the splitting ultimately reach a stage where sub competencies are identical with skills and sub skills. This model in context of teaching can be represented as in fig.1.5.

It is clear form the diagram that teacher’s knowledge in subject matter and in general pedagogy is directly linked to teacher competencies, attitudes and characteristics which in-turn determines the teacher performance. According to Grossman, teachers knowledge of the content they teach affects both, what teachers teach and how they teach. The subject matter knowledge is then linked with general pedagogy that include general knowledge of structure of lesson and general methods of teaching.

According to Shulman knowledge in terms of content knowledge, pedagogical content knowledge and curriculum knowledge largely determines the competence of a teacher. Content knowledge implies what the teacher knows about the content. The teachers should possess the ability not only to define the concept but they should also be capable to explain how and why those concepts are related to other concepts and therefore the pedagogical content knowledge goes far beyond subject matter knowledge. Curricular knowledge includes a complete knowledge of the whole range of programmes designed
Figure 1.5
Competencies as sub skills in the teacher’s context

Source: Adopted from Westera, 2001
to teach a particular subject and topic at a particular level, the available instructional materials that can be used in particular circumstances etc (1986).

According to Medley and Shannon (1994) “the competence to teach is defined in terms of possession of two kinds of knowledge, knowledge of subject matter and professional knowledge.” Thus in their opinion teacher competence refers to the abilities, beliefs and knowledge a teacher possesses and brings to the teaching situation.

(b) Kiymet Selvi’s Components of Teacher Competencies:

According to Kiymet Selvi (2010) the professional competencies of teachers consists of nine areas of competencies and is represented in fig 1.6.

(i) Field competencies: They are the teacher competencies related to the subject that teachers will teach. Earlier field competences were given topmost priority, but now the importance has declined as the teachers are considered as facilitators enabling the student to interact with the content rather than the older concept of transmitters of content.

(ii) Research competencies: refers to competencies of research methods and techniques and help the teachers in developing themselves and in their carrier. These competencies improve teachers’ overall competencies.

(iii) Curriculum competencies: include curriculum development competencies and curriculum implementation competencies. These competencies incorporate both theoretical and practical competencies.
(iv) **Emotional Competencies:** include teachers’ and students’ morals, beliefs, values, anxieties, attitudes, empathy, motivation etc. Learning needs emotional supports that generate positive feelings for teaching learning process. These competencies can increase the students willingness to learn. Emotional competences help teachers become effective teachers.

(v) **Lifelong Learning Competencies:** is related to teachers’ ability to learn continuously and also to responsibility of teachers to develop students lifelong abilities.

(vi) **Social Cultural Competencies:** refers to the knowledge about social-cultural background of learners and teachers, democracy and human right issues, local and national values, team and collaborative work with others etc. Teachers’ social cultural competencies promote humanistic approach and practice of social theories.

(vii) **Communication Competencies:** include voice, body language, speaking, tone of voice, touch, sign language, eye contact etc. They include intrapersonal and interpersonal communication skills.

(viii) **Information and Communication Technology Competencies:** include technologies that help to produce, store or communicate information. ICT competency is very important in the communication in the learning teaching process.

(ix) **Environmental Competencies:** include knowledge and skills about environment, management of ecological resources, feasible uses of natural resources, keeping clean environment etc. These competences are needed for ecological and environmental safety.

The concept of teacher competencies should not be limited to duties of teacher in the school but it is to be discussed in various dimensions such as the above explained competencies in order to develop teachers to effective teachers.
1.3.3 Theories of Teaching Competency:

The term competency as explained earlier is used when we discuss about any profession that reveals one’s quality of being competent and expresses the person's knowledge, skills, qualification and capacity. Earlier a person who possessed tremendous knowledge was considered as a teacher. Today teacher competencies refer to functional abilities that teachers show in their teaching activities. It can be considered as an overall assessment of teachers’ performance in classroom situations based on subject matter knowledge, strategies and techniques of teaching, teachers’ personality, child centered practices, evaluation strategies used, classroom management and clarity of objectives. The main approaches regarding the development of teacher competencies are mentioned below:

(i) Trait Approach:

In ancient India those who had complete mastery over knowledge and the ability to translate it into practical situations was considered as a teacher. There was no particular curriculum for trainings of teachers and degrees or diplomas were not awarded as we do today. The belief was that “teachers are born not made”, but with the development in science of pedagogy, the importance of knowing the learner is stressed in addition to content knowledge. Teachers must be educated and re-educated to ensure the best performance by them. Therefore it can be said that teachers are not only born, but also made through suitable programme of pre-service as well as in-service teacher training.
(ii) Classroom Behaviour Approach (Flander’s Technique):

A thorough understanding of teacher behaviour in the classroom and their effectiveness will help improvement of necessary skills that are needed for better competence. Flander’s technique, popularly known as Flander’s Interaction Analysis System is a device used for describing teacher’s interaction with the class. This method is useful to give feedback to teachers about their action patterns. If they know how they can analyse their own teaching behaviours, there is a chance of modifying those behaviours accordingly. Flander’s claim that this technique in useful is developing teaching competency especially on the part of student teachers. But this system is somewhat outdated.

(iii) Reciprocal Category System:

A modified adaptation of the FIACS was developed by Richard Obe of University of Florida. It is known as Reciprocal category system. Out of ten categories of this system nine are applicable either to teacher or to learners in a reciprocal manner and the remaining one is of silence. With R.C.S. determination of the nature and type of teacher student interaction as well as socio-economical climate in the classroom is done by noticing the cooling and warming behaviour of teachers.

(iv) Model Approach:

Joyce and Weil (1972) developed different models of teaching to prepare for effective teaching. This was based on different theories of teaching. The teaching model possess characteristic qualities needed to act rationally and purposefully. The models are categorized into four families depending on their chief emphasis in educational goals such as: a) Social
interaction model; b) Personal model; c) Behaviour modification model and d) Information processing model. A model can be considered as a ‘blue print for teaching’.

1.3.4 Five Dimensions of Professional Competency:

Professional competency scale selected for the study mainly depends on five factors which are:

a. Competency in activity based teaching & hurdles:

It refers to the ability of teachers in adopting learning or teaching situations that are characterized by participation on the part of learners, as opposed to passive learning of information from a lecture talk or observed demonstration.

b. Competency in child centred approach:

It refers to competency of teachers in adopting learning process where the learner i.e. the child is given the top most priority so that maximum participation of pupils is ensured, which help to develop scientific attitude, curiosity and interest in pupils and to tackle behavioural problems of children.

c. Competency in teaching-learning & their display:

This refers to the competency of teachers in preparing the tools that are used to make the teaching effective and meaningful and to promote learners' interest in learning.

d. Competency in evaluation techniques:

This refers to the competency of teachers to carryout the evaluation process i.e. judging, valuing and ranking pupils by various evaluation techniques.
e. Competency in adopting novel strategies:

This refers to the competency of teachers in adopting novel teaching techniques such as interactive teaching, micro teaching, the role playing method, power point and video presentation etc.

Besides that the National Council for Teacher Education (NCTE) has identified the ten inter-related competencies, which are contextual competency; conceptual competency; content competency, transactional competency; competencies related to other educational activities, competencies to develop learning & teaching materials; evaluation competency; management competency; competencies related to working with parents and competencies related to working with community and other agencies. These will equip teachers to perform the educational tasks with perfection and satisfaction.

1.3.5 Major Areas of Teaching Competency:

The professional competency of teachers, teaching at higher secondary level are studied in five major areas of teaching competency. These are discussed in the following paragraphs.

(i) Competency in Activity based teaching:

Teachers usually stick to conventional methods by which learners receive knowledge. This being an age of knowledge construction, students should develop the ability to solve problem independently and apply the theories they learnt in practical application. This can be achieved only through activity teaching.
a) The Activity Curriculum:

The origin of this activity curriculum can be traced back to Rousseau and Dewy. The importance of giving first hand experiences was suggested by Bruer and Piaget. According to Vaidya (1992) says “the old tradition of teaching strictly based on text books is to be replaced by an approach where students and teachers work in collaboration on the voyage of discovery”.

“Activity curriculum means curriculum design in which the interests and purpose of children determine the educational programme of activities being planned co-operatively by teacher and pupils; and activity learning / teaching means any learning or teaching situation such as project work which is characterized by participation on the part of learners, as opposed to passive learning of information from a lecture talk or observed demonstration”. (International Dictionary of Education)

b) Activities in class room context:

Educationists have listed many activities which can be given in classrooms. For example: Oral activities, Written activities, Visual activities Practical Activities etc.

A competent teacher should ensure maximum participation of pupils and this can largely be achieved by activity based teaching. Teachers especially teaching at higher secondary level, list out many hurdles to adopt this approach, like unavailability of time, lack of facilities, the academic pressure they experience to cover-up prescribed vast syllabus in time, lack of adequate training in use of technologies effectively etc. The need for competency in activity based teaching for a competent teacher is supported
by various researchers (Gurumurthy, 1999; Sankaranarayan 1990 and Esch 1991).

(ii) Competency in Adopting Child Centred Practices:

In classical or traditional method of teaching, the methods used are mostly teacher dominated method. But living in the century of child and having educators, like Montessori, Frobel, Piaget and Dewy, who stood strongly for child centred approaches we have to focus on the child, while teaching. We have to give more importance on, how a child learn. To develop a scientific attitude, curiosity and interest in different areas and to tackle behavioural problems of children, child centred practices are essential. Activity based teaching and adopting child centred practices are related to each other and most of the activity centred methods discussed previously are child centred. The importance of child centred practices in effective teaching is emphasized in several researches (Gyanedra Nath Tiwari (2009), Parwathy. U (2010).

(iii) Competency in preparing teaching learning Material:

The need of the competency in preparing teaching learning material is mentioned in research studies conducted by various researchers (Shaik Allaudin 1999; and Mini John 2004).

For making teaching more effective, teachers are supposed to search suitable materials from various sources that supplement their teaching. Competent teachers will be able to improvise no cost and low cost teaching learning material by themselves (Uday Koundinya 1999) Self made teaching-learning materials is found to be best tool for making meaningful teaching. These materials will catch the attention of pupils and usually they admire teachers who perform well in this aspect. More over, pupils show an
enthusiasm and interest in preparing and inventing new materials which assist their learning. While preparing teaching learning materials, several factors are to be considered. The most important among them are, age group of learners, individual differences, size of the class, number of students, the content that is to be transacted and aims and objectives that are to be achieved by learning etc.

(iv) Competency in Evaluation Technique:

Evaluation refers to the process of judging, valuing and ranking pupils (Arends, 1998; Scriven, 1999). There are two major types of evaluation. The first one is formative evaluation which inform teachers about their pupils’ performance, prior knowledge and skills and this information can be used to plan lesson or remediation to improve pupils’ performance. The second form of evaluation namely summative evaluation give a picture of how well a pupil perform over a period of time, on a set of specific learning goals in a particular subject. Formative evaluation has been found to have a strong positive effect on achievement (Black and William 1998) Summative evaluation is more useful for systematic quality control.

Assessment and evaluation are invaluable tools for teachers and education system as they help in better planning of the lessons on the basis of strengths and weaknesses of their pupils. Evaluation help the teachers in understanding how well their pupils are doing relative to the national norms.

(v) Competency in Adopting Novel Strategies:

To achieve improvement and progress in education innovation is inevitable. Good C.V in dictionary of education says “innovation is the introduction of a new idea, method or device in curriculum, educational
administration etc. Innovation in the teaching methods is given priority in all educational programmes as it is most fundamental. The methodology should be changed according to the developments of modern society. Kothari Commission says “very little systematic work has been undertaken on the deficiencies of the classroom practices even in the educationally advanced countries and practically none in the developing countries”. Competent teachers readily accepts the need for adopting novel techniques for effective teaching. Some of the novel techniques in teaching area are interactive teaching, microteaching, constructivist teaching, the Brain storming method, the role playing method, programmed learning method, methods which give importance to information and communication technology etc. More over a competent teacher can introduce several novel techniques suitable for his/her pupils and for specific topics of concerned subject. The importance of competency in adopting novel techniques for competent teacher is reported in many researches studies (Ross 1994; Riggs 1995; Steyn (1999). It is widely accepted that teacher is having a vital role in the field of education. The role and the functions of the teacher in the class, school and society prove his caliber, capacity and effectiveness which is closely related with professional competency. If teachers are more effective with professional competency, whole process of education would become more effective.

1.4 Need of the Study:

In this regard there is a need of systematic study on teacher effectiveness and professional competency among higher secondary school teachers for the analysing the context of teacher effectiveness and professional competency exhibited by teachers. The role of teacher is to
concentrate on the facilitation of learning and development of all students to
the practical abilities of the teacher. They should have deep understanding of
the students, the subject they teach, the nature of learning and the world
around them. Teachers shouldn’t bore, demean or confuse students but they
should be brought to interact with important knowledge. Conceptions should
be developed and misconceptions should be avoided. The emergence of a
globalised world in a frame work of competitions together with the pressure of
an exploding knowledge base has given rise to new challenging roles for the
higher secondary teachers. The study will help to know how far they are
equipped and trained themselves so as to cope with the challenges in modern
education system especially in the final stage of schooling. Therefore, the
present study reveals the existing status of teacher effectiveness and
professional competency among higher secondary school teachers working
under Government, Aided and Unaided schools in Kottayam district of Kerala
state in India.

1.5 Statement of the Problem:

The problem selected for the present study is stated as “Teacher
Effectiveness and Professional Competency among Higher Secondary
School Teachers in Kottayam District, Kerala”.

1.6 Main Focus of the Study:

The study makes a probe into the different aspects of teacher
effectiveness and professional competency. It is intended to explore the
existing status of teacher effectiveness and professional competency of
higher secondary school teachers. The influence of various intervening
variables on the different aspects of teacher effectiveness and professional competency are studied.

1.7 Scope of the Study:

On the basis of above discussions, we can assume that Teacher Effectiveness and Professional Competency are extremely important for teachers. But these are considered to be rather unexplored area of research studies in higher secondary education in Kerala. Thus descriptive, qualitative, and quantitative approaches pertinent to effectiveness of teachers and professional competency of higher secondary school teachers is the need of the hour.

Therefore, the present study is designed to explore the existing status of teacher effectiveness and professional competency of higher secondary school teachers. The study is helpful in establishing the importance of teacher effectiveness and professional competency among higher secondary school teachers. The present study is designed to investigate into various aspects of teacher effectiveness and the effect of variables such as sex, age and locality (demographic variables) and educational and professional qualification, span of teaching experience, designation and type of management on it. Various aspects of professional competency as well as the influence of intervening variables on professional competency are studied.

The present study is necessarily explorative and descriptive, involving a qualitative approach and has used standardized tests and statistical analysis and interpretation.
1.8 Limitations of the Study:

Even though the investigator was cautious enough to make the present study as scientific as possible limitation could be avoided. The following comments on limitations should be taken care of generalizing the result.

1) Data gathered are self reported.

2) The generalizing ability of the study can only be made to demographic make up of target population.

3) Though there are factors like creativity, work style of teachers, emotional intelligence, socio-economic background and many other intervening variables that may affect teaching – Learning process, the study is limited to investigate only on teacher effectiveness and professional competency.

4) The study is limited to Higher Secondary School teachers. If primary and secondary school teachers were also taken more generalized result would have been obtained.

5) The area of the study is confined only to Kottayam District of Kerala State.

1.9 Organization of Thesis:

The first chapter is Introduction, where the theoretical approach of professional competency and teacher effectiveness are presented, and it also contains all relevant details of introductory of thesis and scope of the study. The second chapter deals with the review of related literature supporting the current study. In this chapter the researcher has given a clear picture of the earlier studies, both from India and foreign, which are more relevant to the present research. The third chapter gives the description of research
methodology, where the investigator analysed the significance of the study, objectives, hypothesis, research tools, sample selected, techniques used for collecting data, the procedure for collecting data and statistical techniques used for process and analysis the data, and at the end the limitations of the study also presented. The data analysis and interpretation have been presented in the fourth chapter with the help of tables, graphs and discussions, and chapter-five deals with summary, conclusions and recommendations followed by suggestions for further research.