CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 Importance of Review of Related Literature:

Review of related literature is an important step and it plays a vital role in all types of research. It helps to identify a problem, to formulate hypothesis, in the selection of tools and methods to be used for the investigation Borg (1965) says “The review of related literature form the foundation stone upon which the future research work will be stated. The study of literature implies locating, recording and evaluating the relevant research”. In the words of John. W. Best (1983) “practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man is built upon the accumulated and recorded knowledge of the past”.

Review of literature helps the researcher to acquaint himself with previous studies conducted in the field in which he is going to carryout the research. It facilitates better understanding of the problem and help in avoiding unnecessary duplications and provide the understanding and insight for the development of a logical framework of the present problem under investigation. Hence a knowledge of related studies is extremely essential.

The purpose of this chapter is to provide a comprehensive and clear picture of the related studies and to show how the present study contributes in extending the knowledge in the attempted area under study. Only those studies which have direct bearing on the present problem has been reviewed.
2.1.1 Sources of Review of Related Literature: It contains two types of sources such as:

1. Primary sources: Questionnaire or opinionnaire for data collection and interviews with related respondents.

2. Secondary sources: Books, journals, previous research abstracts, publications dissertations, Ph.D theses etc that are related to the topic available at various libraries and through internet searching.

The present research study is systematically arranged in to two sections.

1) Studies on Teacher effectiveness

2) Studies on professional competency

SECTION – I

2.2 Previous Studies on Teacher Effectiveness:

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

2.2.1 Studies Conducted in India on Teacher Effectiveness:

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

Quraishi (1972), conducted a study entitled “Personality Attitudes and Classroom Behaviour of Teachers”. He carried out the study using the Flanders interaction analysis category system (FIACS) to observe and record teachers’ verbal behaviour. He reported that teachers attitude towards classroom procedure was positively related with effective teaching. Similar result was obtained as a result of study conducted by Singh (1975). He used the Flanders interaction analysis category system (FIACS) and Minnesota teacher Attitude Inventory (MTAI) to understand teacher behaviour in classroom and teachers’ attitude.

Gupta R.C. (1976), conducted a research study entitled “Prediction of Teacher Effectiveness Through Personality Tests”. He used Cattell’s questionnaire. He found more effective teachers were significantly more intelligent, possessed emotional stability, high self concept, and they were more adventurous and tender minded than less effective teachers.
Arora (1978), from her study “Difference between Effective and Ineffective Teachers”, revealed the determinants of teacher effectiveness as (i) the age of the teacher when he/she enters the profession (ii) distance between school and living place (iii) degree of satisfaction derived from job and (iv) interest in inservice education.

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

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


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

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

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

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

Idrisi (1987) from his study entitled “A Study of Teaching Efficacy of Teachers in relation to their Locality, Sex, Grade Experience and Level of
Education” found that urban male teachers more effective than their rural counterparts. But in the case of female teachers no such dependence of efficiency on locality was observed. He also reported that highly qualified and averagely qualified teachers do not differ significantly in their teacher effectiveness.

Hill (1988), conducted a study entitled “Beginning First Year Teachers’ Perception of Characteristics of Effective Teaching”. In the study he analyzed the characteristics of effective teaching. According to him effective teaching include (i) warm and friendly relationship with students (ii) ability to break complex things down to pupils (iii) effectiveness to adopt new techniques and (iv) flexibility.

Kumar S. (1991), researched on the topic “Teacher Effectiveness Among Different Group of Teachers in Relation with Personality Traits”. He conducted the study in different subjects of teachers like science, Arts and commerce. The study revealed that there was no significant relationship between teacher effectiveness and personality traits among all the different group of teachers.

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

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

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

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

A very large number of personality factors that result in effective teaching are identified so far by various researchers. But the studies do not give information about whether these qualities were initially possessed by them at the beginning of their career or these personality traits were developed by teachers during their career. The terms teacher efficacy and teacher effectiveness are closely related to each other. A large number of researches especially in aboard have conducted in this area. The teacher efficacy, teachers’ sense of efficacy, teachers’ self efficacy, collective efficacy and inclusion efficacy are various topics in which detailed studies are going on. Rotter (1966) reported that teachers who possessed high levels of efficacy believe that they are able to strongly influence students achievement.

Effective teachers always go to classroom with proper preparation. They plan the activities to be given, strategies that should be adopted, evaluation pattern to be conducted, assignments that should be given etc before they teach a lesson. In this context the researches that highlight the importance of planning by teachers are relevant.

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

Bandura (1977), from his study “Self Efficacy: Toward a Unifying Theory of Behavioural Change” reported teacher efficacy as a type of self efficacy which enables one to access his/her capabilities to perform at a given level of achievement.
Researchers Armor et.al (1976) and Berman et. al (1977) determined teacher efficacy by summing scores of General Teaching Efficacy (GTE) and Personal Teaching Efficacy (PTE). Rose and Medway (1981) developed Teacher Locus of Control (TLC) which consisted 28-items to measure teacher efficacy. They found TLC was a better indicator of teacher efficacy than Rotter’s scale.

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

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

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

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

Doyle (1986), from his study “The Classroom as an Ecological Systems” view classroom setting equivalent to an ecological system where the natural interaction between inhabitants (Teacher and students) and their environment (class room) take place. This ecological system has peculiar characteristics that shape behaviour of students irrespective of how students are organized for learning in the particular methods adopted by teachers.

Webb and Ashton (1987) conducted a survey on teacher efficacy and found the factors that act as a threat to teacher effectiveness. They are:-

i. Excessive role demands

ii. Inadequate salaries

iii. Uncertainty in job

iv. Lack of recognition and
v. Moral decline of teachers

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

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

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

Ferguson (1991) in his journal article “Playing for public education: New evidence on how and why money matters”, claims that factors like class
size, social background of students etc can influence effective teaching.

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

Hoy, W & Woolfolk A.I (1993) from their study “Teachers’ Sense of Efficacy and the Organisational Health of Schools” reported that in schools where teachers encourage and appreciate one another in their attitudes and interactions with their schools, and the administrators are responsive to teachers’ concerns helped in achieving greater teaching efficacy. They also found that when academic achievement is improved, there was improvement in efficacy beliefs.

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

Mortimore (1994), from his study “School Effectiveness and Management of Effective Learning and Teaching”, found that the effective teaching skills as follows (i) Organizational skills needed to sort out material and sources of information (ii) Analytic skills to breakdown complex to simple (iii) skills for synthesizing i.e. to build up ideas to arguments (iv) skills of presentation (v) skill for conducting assessment (vi) managerial skills and (vii) evaluative skill.
Lopez, (1995) studied the “Relationship between Teacher Effectiveness and Classroom Experience of Teachers”. In his opinion, 6 to 7 years of classroom experience is required for the development of teaching skills and teacher attain maximum effectiveness after 18 to 19 years of teaching.

Bandura (1997) in his study “Self-efficacy: The exercise of control” developed teacher self-efficacy scale which included seven subscale, which help to measure instructional efficacy, efficacy in decision making, disciplinary efficacy, efficacy in influencing school resources, efficacy to ensure parental involvement, efficacy to ensure community involvement and efficacy in creating a positive school climate. In his opinion as the teachers have to perform different task, different subjects to teach and work in different school and community climate, it is not necessary that there is uniformity in teacher’s sense of efficacy.

Nelson (1998) in his journal article “It's all in approach: Making Education and Career Connection”, reported that the characteristics of exemplary teachers are enthusiasm, sense of humour, sincerity, tolerance and responsiveness.

Docking (1999) in his study “Primary Schools and Parents” reported that home and school should work together for mutual development and to find solution to problem of students.

Cawley and Zimmaro (2000), Conducted a study on “Student Evaluation of Innovative Teaching and Learning” six components for measuring teacher effectiveness was proposed. They are:
i. Well prepared
ii. Clear objectives
iii. Clear communication
iv. Fair student teacher interaction
v. Promote students participations
vi. Provide timely feedback

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

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

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

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

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

Onderi; Henry; Croll, Paul (2009) conducted a study entitled “Teacher Self-Perception of Effectiveness: A study in a District of Kenya”. The aim of the study was to explore the existing levels of self-perception of teachers about their effectiveness based on the demographic and professional variables. The study revealed that the respondents possessed a high self perception about their effectiveness and there was no significant relationship of their perception about effectiveness and their age, teaching experience or gender.
Lew, Lee, Yuen (2010) researched on the topic titled “The use of constructivist Teaching Practices by Four New Secondary School Science Teachers: A Comparison of New Teachers and Experienced Constructivist Teachers”. The study revealed that experienced teachers who are recognized as effective constructivist teachers performed much better than new teachers in most of the sub-categories of constructivist approach. But in some categories the new teachers outperformed the experienced teachers and achieved “Student Centred”. The findings support the fact that future educators should be taught the theory of constructivist and how to use it for effective teaching-learning process.

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

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

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

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

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

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

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

2.3.1 Studies Conducted in India on Professional Competency:

Prasad (1970), In his study entitled “Evaluation of Professional Efficiency of Primary School Teachers” evaluated professional efficiency of primary school teachers in school subjects and he found that educational qualification job experience and attitude towards teaching had significant relationship with their professional efficiency. Samanta Roy (1971) studied the relationship between teachers’ attitude and teachers’ efficiency and identified that superior efficiency goes with favorable attitude.
Passi and Lalitha (1976), from their study entitled “Becoming better Teacher-Microteaching Approach”, listed twenty one teaching competencies required in Indian situations. They are grouped under the five major factors. They are 1) Planning skills, 2) Presentation skills, 3) Management skills, 4) closure skills and 5) Evaluation skills.

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

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

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

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

Rama (1980) conducted a study on “Factorial Structure of Teaching Competencies among Secondary School Teachers”. The aim of the study was to analyse the teaching competency of secondary school physics teachers of class IX. He reported the general teaching competency included competencies like competency in using audiovisual aids, competency in illustrating with numerous examples, competency in using variety of evaluation techniques, competency in evoking maximum involvement of students, competency in recognizing the attending behaviour, competency in achieving closure etc.

Balachandran (1981) undertook a study on professional competency and student evaluation of teaching. The findings were:

1. The evaluative feedback on student rating helped teacher significantly to improve their teaching competency irrespective of sex or subject of teaching.

2. Self Rating was significantly higher than the student ratings

3. The lowest performance of teachers on an average was with respect to encouraging discussions in the class and the best was with respect to punctuality.
Passi B.K. and Sharma S.K. (1982) conducted a study entitled “A Study on Teaching Competency of Secondary School Teachers”. The objectives of the study were (i) to study the relationship between teachers demographic variables like sex and age and their professional competency (ii) to study the relationship between variables such as teachers attitude towards teaching, interest, teaching with intelligence and teaching competency (iii) to study the relationship between teaching competency of secondary school teachers in terms of academic achievement and pupil liking of the teacher behaviour of their teachers. They identified fourteen teaching competencies required for a Hindi teacher at higher secondary level. The listed competencies included loud reading, asking questions, creating interest, improving pupils’ reading behaviour, using relevant reinforcement, managing classrooms etc. They found Male and Female teachers did not differ in competency. They found that there was a significant positive co-relation between teaching competency liking of their pupils of their teaching behaviour.

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

Thakkar R.C., and Bhavsar S.J (1984) carried out a study of micro teaching skills upon general teaching competency of teacher trainees. The
study concluded that micro teaching in simulated conditions improve teaching competency of teacher trainees.

Chowdhary K (1985) conducted a study “A factorial study of teaching competencies of teachers teaching English at the secondary school level”. The study revealed (i) there is a positive correlation of all the competencies with product variables (ii) competencies were influenced by locality of the school and (iii) Educational qualification and sex were found to be related to teacher competencies.

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

Prakasham (1986) studied effectiveness as a function of school organizational climate and teaching competency. In this study he observed -

i. Teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competency as well as teacher effectiveness.

ii. No significant difference was found in the teacher competency and teacher effectiveness of the teachers working in the government and non-government schools in global term.

iii. No significant difference was observed between male and female teachers on the tests of teaching competency.
Goyal J.C, Pandey and Damayanti (1987) conducted a study on “General teaching competency and attitude of economics teachers teaching at higher secondary level”. The major findings of their study are.

i. Majority of teachers possess average or below average teaching competency where as the number of teachers who possess above average teaching competency is very low.

ii. The teaching competency of male and female teachers do not show any significant differences.

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

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

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

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

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

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

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

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

Kambhampati Prasad (2007) studied about “The influence of competence of Teachers on their English Teaching Ability”. The major findings of his study are.

1) There is a high significant positive relationship between teaching competence of a teachers and their ability to teach English Language.

2) Teaching Aptitude of teachers and Teaching competence have significant positive correlation.

3) There is a significant positive relationship between motivation and competence.

4) There is a significant difference in teaching competence of male and
female teachers and

5) There is no significant relationship between teaching competency and academic qualification of teachers.

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

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

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

2.3.2 Studies Conducted Abroad on Professional Competency:

Barr (1961) conducted studies on “Professional competency and teacher effectiveness and mentioned six criteria for identifying an effective teacher”. They are (i) in-service teaching, (ii) Peer Rating, (iii) Pupil Rating (iv) Pupil gain Score, (v) Composite Test Score and (vi) Practice Teaching grade.

Gray and Gerrard (1977) conducted a study entitled “Learning by Doing Development Teaching Skill”. They surveyed 264 in service teachers and recommended sixteen teaching competencies. Some of the important competencies are (i) relationship with class (ii) flexibility (iii) ability to control the class (iv) personal adjustment and character (v) Influence on students’ behaviour (vi) student centred activities (vii) knowledge of subject matter (viii) ability to use inductive method and (ix) general knowledge and better understanding of educational facts.

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

Brown and Armstrong (1984) conducted a study entitled “Explaining and Explanation”. They identified the following basic skills of explanation required by a competent teacher. They are (i) clarity and fluency (ii) Emphasis and interest (iii) Using appropriate examples (iv) Organization and (v) Feedback.
Shulman (1986) in his study entitled “Those Who Understand: Knowledge Growth in Teaching”, related three kinds of knowledge. (i) Content knowledge, (ii) Curriculum knowledge and (iii) Pedagogical content knowledge to professional competency of teachers. In his opinion teaching competency requires all these three kinds of knowledge.

Neville Bennet (1988), from his study entitled “The Effective Primary School Teacher the Search for ‘Theory’ of Pedagogy”. He listed the following competencies required for effective teaching.

i. Thorough subject matter knowledge

ii. Skill in diagnosis of students’ understanding levels

iii. Ability to differentiate curriculum in relation to the range of pupil achievement

iv. Ability to monitor a number of classroom events and effective management.

Kulkreti (1990) from his study “A Study of Some Psychological Correlates of Successful Teachers”, found that more competent teachers as compared to less competent teachers have favourable attitude towards children, interest in teaching profession, high morality, high sense of social service, and high subject matter knowledge. He also found that urban teachers performed better than rural teachers.

Ukeje (1991) in his journal article “The Education of Teachers for a New Social Order” expresses the opinion about a competent teacher. According to him a competent teacher should present the lessons by adequate instructional communication principle and possess a good knowledge of subject matter, leadership qualities as well as scholarship to
make improvements in his/her talents and should have technological skills.

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

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

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

According to Popham (1997) measurement of teacher competence related to performance by the students is quite difficult, though the evaluation procedure largely depend on ‘output’ of their students.

The Researchers Steyn (1999) Dimmock (1990), confirm the relationship between quality of pupil performances and competence of teacher. Bothe and Hite (2000) suggest that a competent teacher focuses on predetermined outcomes that are to be achieved as a result of learning process. Therefore to access competence of teachers, students’ learning outcomes can be taken as a basis.

Pearlman and Tannenbuun (2000) from their study “Teacher Evaluation Practices” reports that the teachers performance and students’ scores are linked together there is no systematic result which claim the
relation between the two in the U.S.A. In the view measurement of incompetence is rather possible compared to determination of competence.

Westera (2001) in his study “Competencies in Education” explained in detail about the different aspects of competence. In his opinion competence is a complex concept which can further be decomposed into subcompetencies. In his opinion competence is a highly valued quality which involve the effective use of knowledge and different skills in different situations.

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

Sabia Bibi (2005) conducted evaluation study of competence of secondary school teachers in Punjab. The study was conducted on a sample of 4000 secondary school teachers. The study revealed that:

(i) Highly competent teachers had dynamic personality and they performed their duties earnestly.

(ii) They evaluated the work of students regularly using different techniques and were able to develop self-confidence in their students by encouraging them in cooperative and independent work.

(iii) Majority of the highly competent teachers had ability of relating the lesson they taught to daily life though suitable examples.

(iv) The reasons for weak competencies are due to excess of periods being taught, ineffective teaching methods and habit of imposing their own views and ideas to students.
Demographic variables had no significant influence on teaching competence.

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

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

Kiymet Selvi (2010) express her views on competency of teachers in the study entitled “Teachers’ competencies and its general frame work”. She
identifies nine aspects of teaching competence as (i) Field competence (ii) Research competence (iii) Life long learning competencies (iv) Communication competencies (v) Curriculum competencies (vi) Information and communication technology competencies (vii) Social-cultural competencies (viii) Emotional competencies and (ix) Environmental competencies.

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

Liakopoulow, Maria (2011) in the journal report “Teachers’ Pedagogical Competence as a Pre-requisite for Entering the Profession”. The aim of the study was to review the relevant literature and research for recording those qualifications which ensure teachers’ pedagogical competence at international level. They concluded that the evaluation of teaching pedagogical skills are difficult task and the monitoring of view points, attitudes and beliefs, as well as abilities is even more complex. They opines that accessing teachers’ pedagogical procedure as competence is a complex and difficult procedure as competence involve acquisition of multiple skills and qualifications.
Lozano, et al (2012) in their journal article ‘Competencies in Higher Educations: A critical Analysis from the capabilities Approach’ make a critical analysis of the concept of teaching competence as it is being used is higher education. Also they share their views about the implications of incorporating the capabilities approach in learning and teaching in higher educations.

From the above discussed literature review it can be concluded that the concept of teaching competency and teacher effectiveness are complex and that there are many factors which contribute to these two variables. Though a large number of researches on these topics are conducted, the studies conducted on higher secondary school teachers are very rare. Studies are limited mostly to primary and secondary school teachers and teacher trainees. The next chapter deals with the research methodology adopted for the study.