Review of Literature
REVIEW OF LITERATURE

2.1: Related studies on Work motivation

Aaron (1969) studied teacher’s motivation by analysis of autobiographical sketches. He found that there was no difference in rural and urban teachers as regard to motivation, attitude towards modernization and values.

Eckert, Ruth E; Williams, Howard Y, Jr.(1971) Findings from an initial 1956 study, compared with a 1968 survey, stress two questions: how teachers in junior college differ from those in other college and university programs, and how current junior college faculty members compare with those on a staff 12 years earlier. Dissatisfactions focus on a less-than-expected life style, heavy workloads, administrative red tape, inadequate facilities, and lagging salaries.

Miskel, Cecil G.; And Others(1972) evaluated the research instruments measuring motivation, incentives, satisfaction, and primary life interests; develops basic research conclusions from the variable relationships; and builds a quasi-theory of satisfaction for educational organizations. The findings indicated that the female elementary and secondary teachers who scored higher on satisfaction were more job oriented, had a job in which there was a higher potential for personal challenge and development, less work pressure, and more incentives relating to physical surroundings, and where the tolerance for work pressure was higher. Male elementary teachers who scored higher on satisfaction were more jobs oriented. Three additional variables--work role, voluntarism, and ideal incentives--were added to build a quasi-theory of satisfaction.
Patton, Marcus S.; Miskel, Cecil (1975) investigated two models of organizational and individual interaction to discover which model better describes the relationship between the degree of bureaucracy in school organizations and the work motivation of teachers within those institutions. Analysis of the data revealed no significant relationship between the degree of school district bureaucracy and teachers' scores on intrinsic motivational factors, risk propensity factors, and extrinsic motivational factors.

Thompson, Sydney (1979) discussed intrinsic teacher motivation by reviewing human resources literature and making use of educational literature and interviews with working educators. The paper concludes that administrators should accept teachers as partners in a collective pursuit. They should seek to ease the frustrations of teaching and encourage teachers' effectiveness and achievement of psychic rewards.

Miskel, Cecil; And Others (1980) Expectancy work motivation, central life interests, voluntarism, and selected personal and environmental characteristics were strongly related to job satisfaction of secondary and higher education teachers but only mildly related to job performance as perceived by principals and department heads.

Frataccia, Enrico V.; Hennington, Iris (1982) based on Herzberg’s Hygiene-Motivation Theory. This theory, related to Maslow's Hierarchy of Needs, notes that all humans have two sets of needs: the need for psychological growth, and the need to avoid unpleasantness. The factors associated with the motivation component of this theory are related to self actualization: achievement, recognition, work, advancement, and responsibility. The factors associated with the hygiene component involve
security and social needs: company policy and administration, supervision, salary, interpersonal relations, and working conditions. Within the hygiene component, the teachers were dissatisfied with all the factors. Within the motivation component, teachers reported dissatisfaction with recognition, advancement, and achievement.

**Dunwell, Robert R(1986)** Five myths about teachers' attitudes regarding merit pay are discussed Teachers favor merit pay, "Money is a motivator--more money produces more work, "Merit pay will persuade highly qualified people to enter and stay in teaching, "Merit pay promotes competition and competition promotes excellence"," Motivating teachers is a simple matter of offering an extrinsic reward, ," the document presents research findings which indicate that needs, need satisfaction, and motivation vary from one individual to another and that merit pay could actually depress an individual teacher's intrinsic motivation.

**Johnson, Susan Moore (1986)** Discussed the concept of motivation and two central, theoretical disputes: how intrinsic and extrinsic rewards function and whether incentives must be focused to be effective. Reviews studies on merit pay and career ladder plans and considers the potential role of group-based collegial incentives in teacher motivation.

**Ellis, Nancy H. (1988)** explores the relationships between characteristics of teaching as an occupation and the internal work motivation of teachers. Teacher motivation can be supported by restructuring the job of teaching to allow for a greater degree of challenge and a greater outlet for the need to achieve, to advance, and to become self-actualized.
Schwab, Richard L.; Iwanicki, Edward F. (1988) focused on the perceptions of all administrators (N=24) and teachers (N=165) in a school district regarding the success of a merit pay program in providing a motivational climate for teachers. In 1984 a school district in New Hampshire instituted a Performance Based Salary Program (PBSP). Success of PBSP has contributed to teachers' personal growth as well as improved student learning. Upon analysis of the study, it is clear that teachers believe that PBSP has led to improvement in principal involvement, staff development, classroom instruction, education quality, financial support and community confidence and conditions have deteriorated as a result of PBSP in principal/teacher communications; cooperation among teachers; and teacher/administrator trust.

Dilworth, Mary E (1991) Examined factors that contribute to a sustained commitment to the teaching profession suggests that motivation is influenced by nationality, socioeconomic background, gender, and point in time. A significant indicator of teacher job satisfaction is length of service. Differing perceptions among ethnic groups with regard to discipline problems, the ability to achieve one's ideals, and potential burnout influence the decision to enter and remain in teaching.

Parker, D. Randall; Partridge, Ronald (1991) measured and compared the perceptions of teachers and principals regarding the likelihood that increased work effort would lead to increased receipt of outcomes, and to determine which actions by principals were perceived by teachers to be motivational. Analysis of interview data yielded the information that specific principal actions were considered to be motivational by teachers. These actions by principals effectively address the articulation of the school vision, team
building, and affiliation; and they encourage, promote, recognize, and reward exemplary work effort.

Pennington, Martha C. (1992) Hack man's (1987) job characteristics model of work motivation is described and applied to English language teaching, with concrete recommendations made on the basis of Hack man's action principles for job design. The approach results in teacher opportunities for long-term growth, career advancement, increased self-actualization, and empowerment.

Gallmeier, Kevin (1992) suggested that administrators need to give teachers opportunities to perform professionally, perceive their role as important, and value improvement. Personal responsibility through participation in decision making and policy formulation motivates teachers and improves teachers' self-image. The results showed that teachers who work under democratic and transactional administrators do not have a significantly higher motivational level than those who work under dictatorial administrators.

Marcinkiewicz, Henryk R (1996) identified levels of computer use among practicing teachers and any change from expected to actual levels of use among the preservice-to-novice group. Another purpose was to identify variables of internal motivation as predictors of teachers' computer use. Levels of computer use among teachers were not high. Preservice educators' expectations of computer use were very high but dropped after one year of professional teaching. In order for teachers to adopt computers, there needs to be a perception generated by the professional environment that computer integration is expected. This can be established by modeling use by administrators, colleagues, students, and the profession. A work environment would be equipped and faculty training and support would be available.
Johnson, Connie .R(2000) premised that a motivated teacher provides more motivating learning experiences in the classroom and thus produces better-prepared students than un- or less-motivated teachers.

Dinham, Steve; Scott, Catherine (2000) outlined contexts, features, and trends of contemporary educational environments and educational change, describing findings from an international study that explored, benchmarked, and compared teacher and administrator career satisfaction, motivation, and mental health. Findings indicated that systematic and social pressures significantly affected teachers' work and lives. Results highlight the crucial importance of societal factors that are largely outside the control of teachers and schools yet have a growing influence upon teachers' and administrators' work satisfaction.

Sinclair, Catherine; Dowson, Martin; Thistleton-Martin, Judith (2006) developed a profile of cooperating teachers who agreed to work with student teachers, and discusses factors that encourage or dissuade them from taking on their important role. Results suggest that teachers' positive motivations to take practicum students revolve around solid set of professional commitments to self, students, and the profession. The findings have strong implications for developing a cohort of motivated, committed and capable school-based cooperating teachers to work with the future generation of teachers.

Hiltz, Starr Roxanne; Shea, Peter; Kim, Eunhee (2007) understood the most significant factors that motivate and inhibit faculty with regard to teaching in online environments and the specific kinds of experiences that underlie and explain the importance of these factors. One goal of this study was to add to
understanding of these issues, but the primary purpose of this study is
determining how well these questions can be answered using the method of
structured focus groups.

**Amutha G Williams, Panchanatham and Deeba, A (2007)** Worked on “Self
motivational skill among professionals ” and found Self Motivation helps the
professional to reach higher performance. The present study attempts the self
motivation skill of professionals in relation to certain selected demographic
variables. The sample consisted of 100 professionals in kanyakumari district
of Tamilnadu.Significant difference is found in the self motivation skill of
professionals with respect to their educational qualification.Post graduates
have more self motivation skill. There is no significant difference in the self
motivation skill of professionals with respect to gender, marital status, age,
experience and nature of employment.

**Saswata,N Biswas and Urmi(2007)** in their study on “Spirituality,Religiousity
and Work Motivation-An Empirical Exploration.” investigated the relationship
between spirituality and religiosity and their effect on work motivation .A large
sample (n=1150) of managers drawn from service sector organizations like
banking ,insurance and transport sectors completed the measure of
religiosity,spirituality ,competence,autonomy,learning goal orientation and
performance orientation .Apart from this demographic information on age,
salary level, level in the organization and years of work experience were also
collected from the participants. The results suggested that spirituality did
predict intrinsic motivation and goal orientation whereas; religiosity and
spirituality correlated significantly .The findings have implications for higher
creativity and growth of managers and organizations as a whole.
M. Asthana (2008) “Teachers’ Motivation for Quality Assurance in Higher Education.” Opined that Education is always a search for quality and excellence. It opens the horizons of the human mind full of prospects and possibilities, vision and fulfillments. And higher education is the brain of academician and nation. Today the system as a whole of higher education in India has grown lot, but we have failed to maintain quality along with quantitative growth. In spite of channelization of considerable resources for higher education system (HES) has failed to meet domestic as well as global needs. Teachers are the backbone of the entire educational system. There are several evidences that teachers are not suitably and adequately motivated to maintain the quality in higher education. The majority of academicians are suffering from job stress due to various reasons, which leads to demotivation in them. There is a vital need of increasing motivation in teachers so that the entire higher educational system may recharge and the quality be assured. This will be the way by which the academic standards will be maintained and academic excellence will be achieved. The measure to increase motivation in teachers of higher education system have been discussed.

S. Mohan Kumar, G. Udayasuriyana & B. Vimala (2008) has made an effort to conduct a motivation analysis among the employees of a public sector concern in Tamil Nadu which indicate that the motivation level is medium among majority of employees and an effort has been made to find out the influence of demographic variables over the motivation level of employees and there is significant difference in the motivation level based on demographic variables such as age, gender, experience in present organization, marital status and monthly income.
Sinclair, Catherine (2008) presented the findings of a study of student teachers’ motivations to be primary teachers and their commitment to teaching after their first practicum. Results suggested that student teachers are multi-motivated to be teachers. The most common reasons for choosing teaching reflected a positive self-evaluation of their attributes and capabilities to be teachers, to work with children and because of the intellectual stimulation teaching would provide.

Halat, Erdogan (2008) examined the effects of web quest-based applications on the pre-service elementary school teachers' motivation in mathematics. The study showed that there was a statistically significant difference found in participants' motivation between treatment and control groups favoring the treatment group. In other words, the participants who designed the web quest-based applications indicated positive attitudes towards mathematics course than the others who did the regular course work.

Fernet, Claude; Senecal, Caroline; Guay, Frederic; Marsh, Herbert; Dowson, Martin (2008) developed and validated a measure of teachers’ motivation toward specific work tasks: The Work Tasks Motivation Scale for Teachers (WTMST). The WTMST is designed to assess five motivational constructs toward six work tasks (e.g., class preparation, teaching). Results based on an extension of the multitrait-multimethod approach provide very good support for assessing teachers' motivation toward various work tasks. Support for the invariance of the WTMST over gender and teaching levels was also obtained. Results are discussed in light of self-determination theory and the multitask perspective.
Hoy, Anita Wool folk (2008) described the articles, suggest three themes that unite the works and two questions raised by them, and then elaborate some challenges that these studies pose for researchers and practitioners. The themes include situating these articles in the history of the study of teaching and exploring both the complexity of teachers' motivation and of the statistical designs used to study it. The concerns focus on addressing context in research on teaching and discerning implications for teacher education. Together these studies produce a heuristic perspective, which I attempt to illustrate in one possible model for further research.

Jonett, Connie L. Foye (2009). The goal of the survey was to understand respondents' perspectives and motivations with the intent of developing interview questions and identifying potential candidates for interviewing cooperative teachers active in the role during the time-frame of the study (December 2003-July 2004). The second phase of the study was a qualitative investigation regarding the motivation of five cooperating teachers obtained through individual interviews and a focus group interview for the purposes of adding and verifying data collected. This completed triangulation of the data. The triangulated data from the open-ended survey questions, the individual interviews, and the focus groups combined indicated general motivators for serving as a cooperating teacher. The significance and implications of the research leads to scholarship of integration, not only at the post-secondary level, but also by those affiliated with recommending teachers to serve as cooperating teachers and those who work with cooperating teachers during the field experience. This may result in re-evaluating and creating new courses and curricular advancements (Boyer, 1990) at the post-secondary
levels. As intrinsic motivation is a lifelong aspect (Ryan, personal communication, November 11, 2005), so must those who work with teachers who assume the role of cooperating teacher understand that impetus.

**Nevin, Ann; Bradshaw, Lori; Cardelle-Elawar, Maria; Diaz-Greenberg, Rosario (2009)** Using principles derived from critical pedagogy theory and constructs from motivation theory such as meta-cognition and self-regulation, the authors elicit teacher candidates’ voices so as to deepen an understanding of the major factors that shape their identity in becoming teachers, especially in light of today’s multicultural societies. They describe preservice and in-service teachers’ responses to assignments that engaged them in using critical pedagogical processes which helped them operationalize a philosophy of their teaching and strengthened their motivations to teach. The findings support the importance of identifying and working with the social, historical, and cultural contexts in which teachers work and live.

**Lorenzo Cherubini (2009)** studied ‘Reconciling the Tensions of New Teachers’ Socialization into School Culture: A Review of Research’. The study reviews the research from 1969 to 2005 describing pre-service candidates’ transition from student teacher to professional educator during their socialization into school culture. Despite the educational reforms in Canada, the United States, the United Kingdom and Australia over the last three decades, this review argues that new teachers experience many of the same initial concerns that have been documented about beginning teachers for over 35 years. The paper also examines the core themes that emerged in each of the respective periods identified in the review, including: teachers’
perceptions of self (1969 to mid 1980s); professional sustainability (mid 1980s to late 1990s); and emerging identity during the process of their socialization into school culture (2000 to 2005). Based on this examination, the paper suggests that the tension between new teacher identity formation and socialization into school culture can be reconciled by a post-industrial perspective of how individuals formulate concepts of self.

**Kitching, Karl; Morgan, Mark; O'Leary, Michael (2009)** provided a rationale for further researching the everyday events that keep teachers motivated or that discourage them. We put forward the idea that routine Affect Triggering Incidents (ATIs) are an important area for researchers to investigate in terms of how they impact teacher motivation and resilience. An analysis of the ATIs in these diaries revealed that student engagement and student achievement are major factors in incidents triggering regular positive feelings while students' behavior and perceived difficulties around home influences are major factors in regular dissatisfaction. These everyday ATIs are important in the sense that they correlate significantly with measures of commitment to teaching, especially in the case of "positive" ATIs.

**Assor, Avi (2009)** focused on the following issue: How can we build a training and support system that would enhance the motivation and capacity of teachers for high-quality implementation of information technology innovations guided by humanist ideas? That is, a system that would not only increase teachers' motivation to apply Humanist Information Technology Innovations (HITI), but would also enhance their capacity and will to apply the program in a way that is true to its spirit and does not neglect its more challenging and complex goals.
S. Alagesan (2010) studied “Relationship between self motivation and emotional balance.” The paper determines if there is any correlation between self motivation level and their emotional balance level. A questionnaire was used for measuring the level of emotional balance for analyzing data. A rho correlation was used. As ‘p’ rho is +0.93, it has been concluded that there is very high correlation between self motivation and emotional balance.

Battitori, Jolene R. (2010) identified the intrinsic and extrinsic motivators affecting veteran teachers’ decision to remain in the profession. The study was conducted using data collected by the National Center for Education Statistics from a survey administered during the 2003-2004 school year to teachers across the nation. Findings indicated that staff recognition was important to teachers’ overall satisfaction. Despite several areas of persistent frustration, teachers were able to maintain overall job satisfaction. Women perceived principal communication and consistent enforcement of rules more positively than their male counterparts.

Convey, John J. (2010) confirmed that the importance of a religious factor as an important motivator for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction.

Robertson, Laura Elizabeth (2010) examined factors that contribute to Chinese and United States middle school science teachers' perceptions of autonomy support. For the Chinese teachers, perceptions of constraints at work, teachers' self-determination, and teachers' perceptions of student motivation were found to significantly predict teachers' autonomy support. For the U.S. teachers, teacher motivation was the only significant predictor of teachers' autonomy support. The analyses of the interviews showed that
teachers in both countries reported that autonomy was important to their motivation and the quality of instruction they provided to students. Teachers from the two countries differed in their satisfaction with current levels of autonomy and reported different constraints on teaching science related to materials, lab space, curriculum standards, and assessment.

Hulleman, Chris S.; Barron, Kenneth E.(2010) This article draws on research from outside of education to evaluate some common myths about performance pay and to consider future directions for designing and evaluating performance pay systems in K-12 education. The five common myths surrounding performance pay include: (1) Performance pay systems improve performance; (2) Performance pay systems enhance teacher motivation; (3) Effective performance pay systems are relatively free from adverse side effects; (4) Performance pay won't work because teachers are already motivated and working as hard as they can; and (5) Performance pay, like other effective business strategies, should be applied to K-12 education. The authors conclude by encouraging educators, researchers, and policy makers to include measures of well-being when considering performance pay programs.

Roness, Dag; Smith, Kari (2010) examined motivation among the same cohort of students at the end of the course, and reports on their experiences with teacher education in relation to motivation. The results indicate stability in motivation among the prospective teachers. Moreover, the PGCE course fulfills the students’ expectations in various degrees. They express satisfaction with the practical teaching experience but are more critical towards the lack of coherence in the course work.
**Gao, Xuesong (2010)** reports on a biographical study of 12 teachers who taught in schools in Chinese hinterland areas so as to understand why they first joined and then left the teaching profession for postgraduate studies. Through interpreting their professional experiences, the author came to understand their ambiguous attitudes towards the teaching profession and their fascination with the English language. Initially, many of them were unwilling to become teachers but were attracted by the teacher education programs to learn more English. Many of them became more committed to teaching after they had positive professional experiences. However, their sense of satisfaction and achievement were undermined by the challenges that they had to cope with as well as awareness that they were unable to sustain their professional competence.

**Wagner, Brigid Daly; French, Lucia (2010)** tests the explanatory power of Deci and Ryan's (1985). Results indicate that three facets of work satisfaction were significant predictors of intrinsic interest in professional development: supervisor support, the nature of the work itself, and co-worker relations. The qualitative analysis reveals ways in which interactions between motivation, professional development activities, and work environment support or undermines change.

**Recepoglu, Ergun; Kilinc, Ali Cagatay; Cepni, Osman (2011)** examined the motivation level of teachers according to school principals' humor styles. The humor styles survey and job motivation scale were used to gather data from 305 randomly selected teachers employed in primary schools in Karabuk. Results indicated that 141 of the teachers claimed school principal had producer style of humor, 76 of them said that the principal had
appreciator style of humor and 18 of them reported that school principal had reproducer style of humor; on the other hand, 70 teachers said that school principal had a non humorous style. In addition to this, it was detected that the motivation level of the teachers who work with non humorous principals were lower than those working with principals who had producer, appreciator or reproducer humor styles.

Renninger, K. Ann; Cai, Ming; Lewis, Mark C.; Adams, Margot M.; Ernst, Katherine L.( 2011) studied a use-inspired, mixed-method study of 164 teachers' motivation and learning in an immoderate online workshop. Findings are interpreted as suggesting that the potential of hypermedia lies in its designers' abilities to support participant stake by providing for multiple ways into thinking and working with disciplinary content--design that both accommodates and supports those with differing strengths and needs. Implications for studying motivation and learning online are also discussed.

Vaughan, Michelle; McLaughlin, James (2011) aimed to identify what type of professional development is required for teachers to provide exemplary instruction. They saw significant evidence that it was the intentions teachers took into professional development experiences that had the greatest impact on teacher change. The teachers within this study took control of their learning and made their experiences work for them.

Kumazawa, Masako (2011) studied a longitudinal, qualitative, interpretive inquiry into the work motivation of four novice EFL teachers at public secondary schools in Japan. The four young teachers’ narratives invite authorities such as policy makers, teacher educators, school administrators, and researchers to seek ways to support the growth of young teachers more
effectively. He suggested several measures to reduce the amount of tension and pressure to ease novice teachers' entry into secondary school teaching.

Blackmore, Paul; Kandiko, Camille B. (2011) implied a belief that academic behaviors are modified by money. However, many valued academic activities are poorly paid or not paid at all. Clearly other factors are at work. Academic motivation and new working patterns are explored using the literature.

Bal, P. Matthijs; Visser, Michel S (2011) investigated the factors influencing the motivation to continue working after retirement among a sample of Dutch teachers. It was proposed that teachers will be motivated to work after their legal retirement age when organizational support, possibilities to change work roles and financial needs are high. This article shows that organizations should focus on offering support to their teachers in their decisions for working after retirement, and on offering possibilities for changes in the tasks they conduct.

Johnson, Lisa S. (2011) calls into question recent research on induction and mentoring and illustrates the effects of comprehensive induction programs on new teacher motivation, satisfaction, and retention. This analysis contradicts recent research and suggests that comprehensive induction can positively influence the retention and development of new teachers, specifically teachers in urban, hard-to-staff schools. An understanding of the unique nature of and supports necessary to help new teachers navigate the complexity of teaching in today's urban diverse settings is offered.

Baker, Linda Marie (2011) investigated the relationship between leadership practices and teachers' motivation, capacity, and work setting, as well as how these factors relate to one another. This correlation study is aimed at the
exploration of the relationship among the factors related to affecting change in teachers' practice in literacy instruction: teachers' motivation, capacity, and work setting as related to change; and the end elements of transformational principal leadership as they relate to altering teachers' practice in literacy instruction

Butler, Ruth (2012) designed two studies to extend Butler's (2007) model and measure of achievement goals for teaching, to recognize that teaching is an interpersonal endeavor, not just personal endeavor. In Study 1, results from 530 teachers in Israel confirmed the predicted 5-factor model comprising relational goals, whereby teachers aspire to create close and caring relationships with students, in addition to the previously identified mastery, ability-approach, ability-avoidance, and work avoidance goals for teaching. Results from a subsample of 272 teachers confirmed that the teachers' goals were coherently and differentially related to their teaching practices, assessed several months later. The most important results showed that only relational goals predicted teacher social support; they also predicted mastery instruction. Multilevel analyses of data from 73 teacher-class pairs (1,790 students) in Study 2 showed that teacher relational goals also predicted student reports of teacher social support and mastery instruction; mastery goals were negatively associated with student perceptions of performance practices. Teachers' goals, but not teachers' reports of instruction, predicted students' perceptions of instruction. The results supported extension of Butler's model to incorporate relational goals for teaching and confirmed that strivings to connect are at the heart of effective teaching.
Wang, Hsiou-huai (2012) established a multidimensional framework of teacher quality including social competency, adaptive ability and career commitment and used it to examine the qualities of pre-service college students in teacher education programs based on a national survey in Taiwan. It is found that in this country where "those who are academically able, teach" has been a tradition, pre-service students further possess better adaptive and motivational qualities than their non-teaching counterparts.

Visser-Wijnveen, Gerda J.; Stes, Ann; Van Petegem, Peter (2012), focuses on the development and validation of a Dutch questionnaire for teachers' motivations for teaching in higher education. The results of our explorative study showed that after modifications, including the removal of two out of three efficacy-aspects ("outcome efficacy" and "teaching efficacy"), this instrument is sufficiently reliable and valid to use in educational practice and research.

Abdul Cader, Akram (2012) researched in this mixed method study was the motivational factors that reduce faculty member effectiveness in improving the profitability of their universities' academic programs. Implications for social change include using the thematic results to develop a strategy to improve faculty involvement in profitability of the program and create value for investment into the university.

2.2: Related studies on Professional competence

Dalrymple, Nancy (1993) outlines 30 competencies for individuals working with people who have autism or other pervasive developmental disabilities. For each competency, three levels are defined. At level one, trainees show mastery by identifying, discussing, or defining the concepts and skills; at level
two, trainees discuss, participate, design, use, and evaluate the concepts and skills; and at level three, trainees are able to apply, teach, demonstrate, and provide training in the concepts and skills

Ecclestone, Kathryn (1994) maintains that professional development based on competency-based education and training is growing. Reviews postsecondary in-service teacher education programs. Argues that democratic traditions in teaching and learning should be included in professional development programs.

Taconis, R.; van der Plas, P.; van der Sanden, J. (2004) analyzed for a whole currently available population of 26 in-service students preparing to become educational assistants using: (1) a Kolb-type questionnaire on learning style; (2) a storyline instrument graphically showing competence grows as perceived; and (3) marks indicating the students’ final competencies.

McEvoy, Glenn M.; Hayton, James C.; Warnick, Alan P.; Mumford, Troy V.; Hanks, Steven H.; Blahna, Mary Jo (2005) discussed the identification of competencies required for professional success; the specific traits, knowledge, and skills that combine to create competence; and the creation of a curriculum and the associated assessment tools necessary to promote the acquisition of competencies, Student orientation, student development, and student assessment are also discussed.

Wilkerson, Judy R.; Lang, William Steve (2007) provided detailed guidance for the complete five-step assessment process, making this an ideal resource both for preservice and in-service settings, including accreditation reviews and teacher induction programs. Valid and reliable decisions about
teacher competency are based on fair, valid, and reliable assessment systems.

Akre Ravindra; Guru Umashanker (2007) found that environment, profession and evaluation of teacher are interconnected in teacher education. Saxsena,Jyotsna;Singh,Shiresh Pal(2008)Concluded that secondary and trained teachers have good competence than primary untrained teachers, while no difference found on the basis of gender and medium.

Vogt, Franziska; Rogalla, Marion(2009) conceptualize the processes of tuning teaching to individual students' learning needs and to empirically test, within the field of science teaching, to what extent Adaptive Teaching Competency can be fostered through teacher education.

Guthrie, Hugh (2009) summarized the issues arising from the range of reviews conducted on elements of the national training system and explores the variety of ways in which competence is conceived both in Australia and overseas.

Bawane, Jyoti; Spector, J. Michael (2009) obtained expert opinions with regard to the priority and criticality of eight online instructor roles identified in earlier research on online education. Pedagogical roles received the highest priority by the respondents, followed by professional, evaluator, social facilitator, technologist, and advisor, administrator, and researcher roles.

Sivakumar,S;Jahitha,A Begum(2010) focused on teaching competence of teachers and found teachers play an important role in achievements of students, also there is positive relation between the teachers competence and achievement of students.
Singh, K.S. (2010) found that a competent teacher has the skills of accurate perceptions of the classroom situation and adopts to changes taking place within classroom.

Taneja, N; Sangwan, A (2010) revealed that there exists a perfect relationship between the general teaching competency and teaching aptitude of prospective teachers of Rewari district.

Khan, Misad. K. C; Sabu, S (2010) revealed that no significant difference was found between men and women teachers; teachers with various years of teaching experience; teachers with various age groups but significant difference was found between teachers attended less number of in-service training and more than 10 numbers of in-service training programs.

Harrison, Louis, Jr.; Carson, Russell L.; Burden, Joe, Jr. (2010) evaluated the common assumption that teachers of color (TOC) are more culturally competent than White teachers by assessing physical education teachers' cultural competency and a possible differences in cultural competence levels of White teachers in diverse school settings versus those in more racially homogenous schools indicated that White teachers in city school settings scored significantly higher in MTK than those from more rural school.

Hayes, Monica G. (2010) support the need for an emphasis on increasing access and success for minority and underrepresented students and the need to provide more culturally and linguistically competent learning environments for students and educators.

Seezink, Audrey; Poell, Rob F. (2010) investigated which elements from the cognitive apprenticeship model and from the acquisition and participation metaphors can be identified in the individual action theories of their teachers.
The frameworks presented in the study can be used to this end, by teacher educators as well as by HRD professionals interested in combining training programs with informal employee learning. Originality/value: The study draws on literature from various disciplines (especially educational psychology and HRD), which traditionally have remained mostly separate. It combines insights from four separate data sources.

Daughhetee, Charlotte; Puleo, Stephanie; Thrower, Elizabeth (2010) The work of Vygotsky is put forth as a developmental framework for conceptualizing the scaffolding of continuing competency through mentoring, supervision, consultation, professional involvement, advocacy and self care. Counselor educators and supervisors are encouraged to both model and emphasize continuing competency scaffolding elements in training and supervision.

Goel, Sanjay (2010) included a study of a large number of comments written by professional software developers about contemporary issues related to software development processes, required competencies, endorsements, etc., in various professional forums and hope that our proposed framework of pedagogic engagement in software development education will help the community of software development educators and researchers to create a variety of interventions that will help in extending the "Software Engineering Body of Knowledge" (SWEBOK) to "Software Development Education Body of Knowledge" (SDEBOK). Designers of educational programs for other professions can also adapt this framework and methodology.

Kantavong, Pennee; Sivabaedy, Suwaree (2010) found that teachers and parents implemented intervention techniques which led to increased student
Seezink, Audrey; Poell, Rob (2011) investigates which professional development activities teachers undertake related to this change and how these activities differ among schools with various human resource (HR) policies. Teachers' professional development activities were found to be relatively similar across schools with different HR policies. It is concluded that neither government-enforced nor voluntary HR policies seem to play much of a role in the participation by teachers in professional development activities.

Rampai, Nattaphon; Sopeerak, Saroch (2011) explores that the model of knowledge management and web technology for teachers’ professional development as well as its impact in the classroom on learning and teaching, especially in pre-service teacher’s competency and practices that refer to knowledge creating, analyzing, nurturing, disseminating, and optimizing process as part of the learning quality improvements. The research results exhibited that the model of knowledge management via web-based learning was appropriated and enhanced the pre-service teacher’s competency.

Kabakci Yurdakul, Isil (2011) in the study, the qualitative research data collection methods such as small-group interviews, observations and field notes were used, while the evaluation forms of the participant researcher and mentor teacher, the reflections of mentor teachers, and the researcher’s journals were used as supplementary data sources. Inductive data analysis methods were employed in this study. The findings of the study indicated that the preservice IT teachers were competent in the preparation of instructional materials, in the use of instructional materials and technological tools and in
the implementation of assessment and evaluation activities. The preservice IT teachers had a low level of competency in the use of technological concepts and in the observation of students' development.

**Baran, Evrim; Correia, Ana-Paula; Thompson, Ann (2011)** indicate that while research about online teacher roles and competencies guides the development of teacher preparation and training programs, it lacks in terms of addressing the issues of empowerment of online teachers, promoting critical reflection, and integrating technology into pedagogical inquiry. An alternative perspective is suggested that considers teachers as adult learners who continuously transform their meaning of structures related to online teaching through a continuous process of critical reflection and action.

**Hong, Eunsook; Greene, Mary; Hartzell, Stephanie (2011)** compared trait-level cognitive and motivational characteristics between teachers in gifted programs and teachers in general education classrooms. The findings provide some evidence that teachers in gifted programs and teachers in general education classrooms have characteristic differences and that gifted students in pullout programs seem to be more likely to have teachers with certain favorable characteristics. The reality is that the majority of gifted children spend most of their hours in general education classrooms. Therefore, the focus should be whether teacher training can provide opportunities for preservice and in-service teachers in general education as well as in gifted education programs, to become aware of these characteristics evidenced as having strong relationships with student learning. Beyond teacher knowledge and skills, teacher attributes and beliefs about student learning are underscored as important areas in teacher preparation for differentiating
instruction for gifted children in the general education classroom. Preservice and in-service teacher trainings should provide teachers with opportunities to learn and self-reflect on their own cognitive and motivational characteristics as they develop into effective teachers.

**Mutton, Trevor; Hagger, Hazel; Burn, Katharine (2011)** demonstrates that learning how to plan is a feature of beginning teachers' learning well beyond the PGCE year, indicating that it is through planning that teachers are able to learn about teaching and through teaching that they are able to learn about planning.

**Norman, Patricia J. (2011)** Planning is a central task of teaching and a central focus in learning to teach. But what does planning entail, and how is planning best learned? What challenges do experienced teachers serving as school-based teacher educator's face in becoming teachers of planning? What role can university teacher educators play in helping mentor teachers learn to teach planning? As John (2006) notes, "How to plan well remains a knotty but crucial topic for teacher education research and practice." This article examines these questions by drawing on empirical data from a larger study where the author examined how to reconfigure her role as a university field supervisor to support classroom teachers in learning the practice of field-based teacher education over a one-year period.

**Harris, Judith B.; Hofer, Mark J. (2011)** studied how does teachers' technological pedagogical content knowledge (TPACK) inform their instructional planning? How can this knowledge be enhanced? In an interpretivist study of experienced secondary social studies teachers' planning, we sought to discover clues to the nature and development of these
teachers' TPACK-in-action as it was expressed in their planning processes. Comparisons of interview data and planning products before and after engaging in professional development that addressed content-focused, TPACK-based learning activity types (Harris & Hofer, 2009) revealed three primary findings, each supported by participating teachers' oral and written reflections upon their learning. The participating teachers' (a) selection and use of learning activities and technologies became more conscious, strategic, and varied; (b) instructional planning became more student-centered, focusing primarily upon students' intellectual, rather than affective, engagement; and (c) quality standards for technology integration were raised, resulting in deliberate decisions for more judicious educational technology use.

Maria Liakopoulou (2011) contributed to a systematic and analytical description of the content of professional knowledge required for the successful performance of a teacher's pedagogical and didactic work.

Singh, k.s (2011) found teachers psychology made a great impact on the students learning habits, theory and practice of education. The nature of competency of one or more teachers can really affect to the students learning habits which can provide large amount of achievements in students’ knowledge.

Zottmann, J. M.; Goeze, A.; Frank, C.; Zentner, U.; Fischer, F.; Schrader, J. (2012) investigated the effects of instructional support in the form of multiple perspectives (i.e. authentic comments made by teachers and learners) and the presentation format of these perspectives in a computer-supported case-based learning environment which was based on the principles of cognitive flexibility theory. The instructional support with multiple
perspectives positively influenced learning processes and outcomes with respect to a central dimension of analytical competency—learners' ability to apply conceptual knowledge to case information. Learners with access to multiple perspectives as "audio only" outperformed learners in the "audio + video" condition, who did not substantially differ from the control group.

**Manley, R. Adam; Zinser, Richard (2012)** The purpose of this project was to create a contemporary taxonomy of Career and Technical Education (CTE) teacher competencies in order to evaluate and improve CTE teacher education. Design/methodology/approach: This study utilized a modified Delphi technique with a large sample of CTE experts—teachers, administrators, and teacher-educators in the state of Michigan, USA to identify the competencies and their relative importance. CTE administrators might utilize the competencies for internal evaluation of new teachers and as a needs assessment for professional development. Originality/value: Any effort to improve CTE teaching and teacher-education, by researchers or policy-makers, should begin with a consensus on the competencies required for successful teaching and learning.

**Kimmel, Sue C.(2012)** The analysis identified these five activities: orienting, coordinating, drifting, making sense, and making connections. The findings of this study were significant for several reasons: (1) they provide a description of an actual year of planning between a school librarian and a team of teachers, (2) patterns were uncovered in the activities of planning, (3) these activities bear strong resemblance to many models of problem solving and instructional design, and (4) the role of the school librarian was particularly strong in the activity of making connections. While this study confirmed
Wolcott's (1994) suggestion that planning is not a linear process, the study did uncover persistent patterns in the types of activities that made up planning. The purpose of this study is to describe the patterns found in the planning meetings of a team of teachers and a school librarian; the study is intended to begin the development of a more robust model of what collaboration entails. Such a model would enable school librarians to better articulate the work of planning and collaboration to new and pre-service school librarians, to the teachers we aspire to work with, and to the administrators whose support is needed for collaboration (Morris and Packard 2007).

Ozturk, Ibrahim Hakki (2012) this study seeks to analyze the role of history teachers in instructional planning and their areas of autonomy in Turkey. The concept of teacher autonomy briefly refers to the authority and freedom of teachers in the planning and implementation of the instructional activities and the decisions made during the instructional process. The objective of the present study is to investigate the degree of participation of the teachers in the selection and preparation of the teaching methods, content and materials throughout the preparation and implementation of the annual instructional plans. It was observed that, in the classroom practices, teachers usually reflected their preferences and personal decisions on the instructional process more than what was given in the instructional plans. However, it is difficult to say that this flexibility was able to provide an instructional process designed in line with the classroom realities and the students’ learning styles.

Bosma, Tirza; Hessels, Marco G. P.; Resing, Wilma C. M. (2012) surveyed a sample of 188 elementary teachers with respect to their preference for information regarding educational planning, in particular information captured
with dynamic testing procedures. The influence of teachers' experience and sense of efficacy on teachers' preferences was also investigated. Results indicated teachers’ preferences for dynamically gathered information regarding children's learning processes, next to standard information such as a diagnosis. Appreciation for dynamic testing information appeared to be relatively higher for those teachers with longer teaching experience, but not related to teachers' sense of efficacy.

Surapuramath, Kotreshwaraswamy.(2013) concluded that teaching is an art which needs dedication, demands devotion and more than warrants determination; universally speaking while some educational programs for disabled children are successful others are failures. Teacher competency is the ability to plan control and facilitate interaction in the classroom that is appropriate to the activity and which takes into account the different needs and abilities of learners.

2.3: Related studies on Change proneness

Bhola (1965), Havelock (1973), Rogers and Shoemaker (1971) review work would reveal the absence of any research on change-proneness. Though Bhola's contribution 'innovation' research and theory. Havelock's attempt on planning for innovation through dissemination is on utilization of knowledge. Rogers and Shoemakers commendable work on ‘communication of innovation – a cross culture approach, reveal some striking aspects in this field, they being very strange and novel, fail to enable other researches to make attempts and pursue their studies and as a result this remains totally in gloom and unexplored.
Rao, D.S. (1967) made an attempt by conducting a study ‘An inquiry into the factors that contributes to the promotion or inhibition of educational innovations’ listed out a few factors, which influence and govern educational innovations.

Rafky, David M.; Beckerman, Marvin (1971) found that the willingness of 240 elementary school teachers to devote time and effort to the implementation of 15 new programs is more strongly related to self-interest than to altruism. The findings do not fit the model of professionalization proposed by Flexner. It was found that Miller’s inventory of change-proneness is unreliable and multidimensional and appears to lack content validity.

Aggarwal (1974) made his first effort in his direction by preparing a text on ‘innovation proneness’ in the line of Miller she found the clues on the text on innovative proneness as related significantly to various dimensions of teacher’s morale.

Redman, George L. (1975) demonstrated that a relationship existed between a period of value clarification training and the participating in-service teachers increased concern for the needs and interests of individual student.

Redman, George L. (1975) depicted teacher interaction with groups of students and one-to-one interaction between the teacher and individual students. The major finding of the study was that the percentage of assessment statements showing concern for the students as individuals was significantly higher after the value clarification training program.

Bloom, Robert B. (1976) looked for teacher educator for qualities of open mindedness, flexibility, and high moral standards in prospective teachers since maladjusted persons can damage students.
Milne, Nidia Moreno (1979) Analyzed 140 surveys on teaching competencies for severely and profoundly retarded students indicated that teachers and administrators both ranked flexibility in management of learning activities as most important.

Oscarson, David J.; Finch, Curtis R. (1980) focused on identifying what methods or activities might be most influential in the acceptance and use of educational innovations. Results suggest that adoption-prone groups should assume leadership in the use of innovations. (CT)

Mukhopadhyaya and Saxena (1980) in their research study ‘the factors contributing to teacher’s change proneness’ concluded that change-proneness has been found to be related significantly and positively to urban background, teachers relation with principal, satisfaction in teaching, rapport among teachers, perceived leadership behavior of the principal, attitude toward teaching profession, perceived status of teachers and job satisfaction.

Vinaitheerthan (1981) in his doctoral thesis concluded age of teachers, sex, teaching experience and professional training influenced the state of dissonance of innovations, controlled climate significantly contributed to teaching learning process attitude to innovation, change-proneness and intimacy. Open climate showed significant relationship with complexity conversation and change-proneness.

Holman, E. Riley; Kumar, V. K. (1983) made an attempt to categorize ways in which teachers conceptualize imagination. A content analysis of their responses showed that, in varying proportions, they viewed imagination as: (1) a thought process (thinking/mental activity); (2) dreaming, fantasizing, mind-wandering, visualization; (3) the basis of creative thinking ( uniqueness,
fluency, flexibility, originality of ideas and products); (4) an ability; (5) beyond ordinary thinking (not limited by reality, personal inhibitions, or logic; a way of seeing ordinary things differently); (6) ideating; (7) an expression of individuality; and (8) a problem solving or inventing kind of process.

**Reddy, D.T (2004)** concluded that there exists positive significant relationship between Creativity and existing Change Proneness and even with all the dimensions of Change Proneness.

**Srivastava, P.K, & Vani, M (2005)** in their study conducted on 80 in-service untrained teacher trainees of IGNOU. IGNOU enrolls untrained in service teachers to get training with minimum 2 years of teaching experience. To find out the change proneness of these trainees they have employed a Mukhopadhyaya change proneness inventory (MCPI) before and after training the difference between pretest and post test of government, private, male and female in service untrained teachers of IGNOU and finds out private school teachers are more prone to innovations and urban teachers and female teachers are found to be high in innovative behavior.

**McNulty, Carol P.; Davies, MaryAnn; Maddoux, Mary (2010)** Mental flexibility emerges as an essential skill for preparing young learners for global competency and denotes the ability to learn from and about different perspectives. Students who are regularly exposed to "alternative approaches to a wide range of scientific, social and everyday problems" appear to be more receptive to alternative solutions than "inflexible thinkers who are more likely to avoid consideration of competing answers and explanations." Consistent educational exposure to conflicting points of view develops mental flexibility, predicts tolerant attitudes, and shows lasting effects into adulthood.
Like all cognitive skills, the development of mental flexibility is best reached through ongoing opportunities which allow students to "try on" and practice multiple perspectives. In this article, the authors share several strategies to guide teachers in developing mental flexibility in children.

Gulten, Dilek Cagirgan; Yaman, Yavuz; Deringol, Yasemin; Ozsari, Ismail (2011) analyzed the relation between elementary teacher candidates’ curiosity level and computer self-efficacy belief who will raise the future information society. According to gender variety, findings showed “Self-Efficacy Belief regarding to computer did not differ, female students’ curiosity level was statistically higher than male students, and there was a connection between total score of "Self-Efficacy Belief Scale and Curiosity Scale" total score and Width Dimension Score, but there is no connection with Depth Dimension Score.

Butler, John H. Montagu, (2012) Most people have an innate curiosity about things and ideas, people and events. When they read stories, especially those concerning crime, love, or adventure, they not only want to find out what is happening or has happened, but they generally make some kind of guess as to what is likely to happen next. Where there is no such curiosity on the part of the reader, a detective story becomes a pointless tale of violence that few intelligent people would take the trouble to read. Teachers can exploit this innate curiosity when teaching pupils to read a foreign language. Teaching of a certain kind may actually inhibit curiosity. This can be particularly serious when teachers are trying to teach reading and comprehension to students who have little or no written literature in their own language, and where the tendency has been to treat written texts in a "school language" like French or English merely as material for commentary, definition, analysis, manipulation,
or translation, but never, never, as a medium of communication—a means of finding things out or making them happen. It is noticeable that in most of the language textbooks used by such students, although the reading texts are in the target language, the instructions for doing exercises and so on are in the mother or vehicular tongue. The latter remains for them the "real" language; the target language is just something one has to study. In this article, the author describes briefly some of the ways he used to arouse curiosity and deepen comprehension.

**Lukacs, Karrin (2012),** determined a relationship between the demographic variables of age, gender, years of teaching experience, grade level taught, and primary teaching responsibility and scores on the Teacher Change Agent Scale (TCAS), its subscales, and individual items. Bi variate correlations and means comparison (ANOVA) were used to analyze the responses of 652 teachers. Results indicate that: a teacher's age is negatively correlated with teacher change agency and membership in a professional community, grade level influences a teacher's overall mean score, and teachers of all ages need support in working effectively with their colleagues. Given that teachers are being charged with making schools "work" for all students, these findings represent a meaningful contribution to the teacher change agency research.

**Udayagiri Nageswara Rao, (1999)** in his study on Change-proneness among the Primary school teachers as determining factor to meet the needs of hard-to-reach pupils concluded that male teachers are highly change prone than female teachers; urban teachers are more change prone than their counterparts i.e. rural teachers. Residential school teachers are more change prone than non residential school teachers.