CHAPTER 2

LITERATURE REVIEW

This chapter discusses in detail the characteristics of a profession in general and the wide range of educator’s characteristics as studied in previous researches. It identifies the major professional characteristics of an educator based on positive student outcome as the criteria and presents a model of professional characteristics. It further deals with the studies in teacher efficacy and brings out a theoretical model that relates professional characteristics and teacher efficacy.

2.1 CHARACTERISTICS OF A PROFESSION

A Profession has certain recognizable attributes like professions have an acknowledged knowledge base, the nature of which is area of performance, repertoire and matching. Professions have a rigorous training and certification of members; a workplace culture of high consulting and collaboration; systematic enculturation of new members; required and continuous learning regularly built into the work cycle; high public accountability; internal maintenance of high standards of practice; have members who are responsible for client results; have members who make autonomous decisions guided by a canon of ethics. (Saphier 1995). Studies show that a number of characteristics have been ascribed to a profession.

Pratte and Rury (1991) succinctly list four criteria that shape the traditional view of a profession: remuneration, social status, autonomous or
authoritative power, and service. Perpetually, a list of characteristics is typical of occupations that have been traditionally regarded as professions, especially law and medicine. These characteristics include: professional autonomy; a clearly defined, highly developed, specialized, and theoretical knowledge base; control of training, certification, and licensing of new entrants; self-governing and self-policing authority, especially with regard to professional ethics; and a commitment to public service (Burbules and Densmore 1991; Case et al 1986; Haberman 1991; Pratte and Rury 1991). Case et al (1986) include the presence of a collegium among the essential characteristics of a modern profession.

Eight characteristics common to most professions are having an esoteric service; pre service study; registration and regulation by the profession itself; peer appraisal and review; professional code of conduct; earned status; the ideal of public service and client concern. (NSW Ministerial Advisory Committee on the Quality of Teaching, 1997, 22-23) (Standards for Professional Practice in Australian Classrooms). Hart and Marshall (1992) have categorized the fundamental aspects of a profession as 1) specific body of knowledge 2) ideal of service 3) ethical codes 4) autonomy and 5) distinctive culture. According to Cook and Hudson (2003), the selected seven characteristics of a profession are: essential service to society, motivated by call to serve, special knowledge and skills, specialized advanced university training, public trust and status, code of ethics and performance standards, and professional organization.

Ingersoll (1997) quotes that sociologists have developed a professional model which is a series of organizational and occupational characteristics associated with professions and professionals to distinguish them from other kind of work and workers (Hughes 1965; Volmer and Mills 1966; Hall 1968; Wallace 1994). These characteristics include rigorous
training requirements, positive working conditions, high prestige, substantial authority, relatively high compensation and an active professional organization or association. Occupations can be assessed according to the degree to which they do or do not exhibit the characteristics of the professional model. The established professions – law and medicine in particular – are usually regarded as the strongest example of the professional model. The process whereby occupations seek to upgrade their professional status by adopting the attributes of the professional model is known as professionalization.

‘Professionalization refers to the degree to which occupations exhibit the structural attributes, characteristics and criteria identified with the professional model. Professionalism refers to the attitudinal attributes and ideology of those who are considered to be, or aspire to be considered as professionals. These include a belief in the value of expertise, rigorous standards and a public service orientation. Although professionalism is considered part of the professionalization process, it is not considered a reliable indicator of the professional model’ (Hughes 1965; Volmer and Mills 1966; Hall 1968).

The president of the American Bar Association outlines six criteria as basic elements of professionalism for lawyers to follow in the pursuit of excellence. They are: ethics and integrity, competence combined with independence, meaningful continuing learning, civility, obligations to the justice system, and pro bono service (Shestack 1998).

Lyons (2004) speaks about nine ways of projecting professionalism for health care personnel. They are responding to an appointment; getting places on time; and living up to contractual agreements; knowing the importance of appearance; supporting the leadership of the organization;
using professional methods of communication; confidentiality; speaking well of others; understanding the inherent possibilities in interacting with other professionals.

The above literature focuses on the characteristics of a profession in general. The characteristics of a teaching professional are discussed in detail in the forth coming pages.

2.2 EDUCATOR CHARACTERISTICS

Professional educators should develop as lifelong learners, reflective thinkers, and ethical leaders exemplifying the ideals of literacy, scholarship, and social justice in a diverse and ever-changing world. (Albee and Piveral 2003). NCATE – National Council for Accreditation of Teacher Education (2001) has defined dispositions of a teacher as the values, commitments and professional ethics that influence behavior towards students, families, colleagues, and communities, and affect student learning, motivation, and development as well as the educator’s own professional growth. The dispositions or the characteristics of the educator thus have a direct impact on all with whom he connects.

A number of studies have been done in demarcating the characteristics of an educator. Historically, research studies have yielded copious lists of attributes and attitudes exhibited by effective teachers. The Purdue studies from the 1920s to the 1960s (McCombs and Whisler 1997), the Michigan studies of the 1950s (Pintrich et al 1994), studies by McKeachie (1990, 1992, 1995) and Murray and Renaud (1995) all identified specific characteristics that were associated with effective teachers. These characteristics were gathered from a variety of perspectives including: student opinions, observation and teacher self-reporting. These studies spanned over
seven decades, yet they consistently identified common and specific dispositions, such as: interest and enthusiasm in their subject and students, respect for all students, concern about student learning, fairness and sympathy toward students, and others that are associated with learner-centered teachers (Albee and Piveral 2003).

Teacher professionalism starts from the assumption that teachers have authority and responsibility to make decisions in the best interests of their students (Sykes 1991). A massive stretch of literature addresses the professional characteristics of educators, however, a comprehensive study that would encompass those vital characteristics was not found. An attempt was made in identifying the educator characteristics using student outcome as a boundary criterion to select the characteristics from among several that are available in the literature.

Research indicates that students achieve better when teachers have a wide array of skills and adapt these skills to different contexts (Brophy 1986). As per Evertson (1979), high achievement-high attitude classes were characterized by good organization, a high proportion of time in instructional activity, and task-orientation. Low achievement-low attitude classes were chaotic, unstructured classrooms with less task-orientation. It was also found that there is a distinct relationship between good classroom management (planning and organization of activities) and student learning and behavior that shows the relationship between the affective behavior of the educator and the students’ academic achievement and attitudes in the same study. An experiment with college teachers of English and freshman students shows that students who are dependent and need structure get significantly better grades if they have a teacher who is authoritarian and needs to structure the learning situation (Moore 1973). Studies also have proven that reading achievement was significantly related to teachers’ beliefs regarding the student
(Love 2003) and teaching experience has statistically significant positive effects on reading test scores of students (Rockoff 2003).

The following literature illustrates the various studies and models developed by different authors for identifying the components of the Teaching Profession. As per Munoz et al (2000), the characteristics of the ideal teacher are organized around some clearly differentiated dimension, given in four factors.

The first factor Teaching Competency is composed of adjectives that evaluate to what extent students think the teacher expresses himself/herself clearly, is fluent in speech, expert, competent, intelligent, efficient, is able to synthesize, well documented, informed, fair and understanding, able to motivate the students, stimulating their interest in the subject, is active, sharp and knows how to listen.

Teaching qualities factor includes some adjectives that involve teaching activity, such as practical, quiet, self-controlled, calm, objective, organized, balanced and promotes participation. They could be considered features related to a teacher's personality that define what could be called a 'psychologically balanced' teacher (quiet, calm, self-controlled and balanced). Teacher's appearance factor is composed of three adjectives related to the physical appearance of the teacher, specifically with his/her elegance, attractiveness and kindness. It is composed of other clearly evaluative adjectives referring to the teacher's empathy (or ability to identify other people's feelings), sensitivity and trust in his/her students.

Directive-ness (potency) factor is composed of four adjectives, clearly related to the control and directive ness that the teacher shows with his/her students, specifically: authoritarian, directive, overbearing and
demanding. In addition, other characteristics such as prestigious and high self-esteem are included.

Another way of looking at teacher characteristics is as how Analoui (1995) has developed a model of teaching styles from the Managerial Grid of Blake and Mouton (1985). The dimensions which were chosen to describe their model were based on two separate concepts: ‘concern for production’; and “concern for people”. This resulted in the identification of five styles of management, namely: task; team; middle of the road; country club; and impoverished. They are also applicable to the model of teacher as a manager having the dimensions as the ‘concern on task’ and the ‘concern on students’. Thus he identified five teaching styles: hard teacher (1,9), soft teacher (9,1), rundown teacher (1,1), effective teacher (9,9) and so-so teacher (5,5). The output demanded from teachers is, in most cases, highly intangible, qualitative and difficult to measure except in terms of its positive transfer to the learners or the task to which the learners are likely to apply it. Effective learning is not likely to occur unless attention is paid to both the subject-matter (task) and the individual learner (people).

As per Phelps (2006), when teachers use excellence as a critical criterion for judging their actions and attitudes, their professionalism is enhanced. This author contends that three primary indicators constitute the meaning of professionalism: responsibility, respect, and risk taking; and that when teachers are committed to these three values, their behaviors will reveal greater professionalism. To increase professionalism among teachers, practitioners must embrace ‘responsibility’, demonstrate ‘respect’, and practice ‘risk taking’.

The Ontario College of Teachers (1999) has developed standards of practice for the teaching profession organized around the following five
themes: commitment to students and student learning; professional knowledge; teaching practice; leadership and community; and ongoing professional learning (Auger et al 2000). The Teaching Profession is also exemplified based on its different functions by another author. According to Squires (2004), Professional work is not an end in itself, like scientific enquiry or artistic creation may be thought to be. It exists in order to have some effect or help bring about some change beyond itself, which in the case of teaching is learning. The functions of teaching can be grouped under three broad headings: cognitive, affective and executive. The first refers to the process of learning and the second to the preference for learning. The third refers to the learner’s general conception of, approach to and strategies for learning, which are bound up with his or her self-concept and personal agenda.

On the word of Packard (1993), the key teacher/ learning characteristics essential for a high quality professional that makes student learning and development most effective are that professional teachers should act as a) master communicators, b) astute researchers and c) scholar. Master communicators are understanding and using positive communication with interpersonal relationships. All students learn to a greater degree when positive communication is used rather than through application of negative or authoritarian procedures. Researchers know how to assess readiness levels for everyone of their students, and through the use of multiple observation procedures. Each student learns to a greater degree when teacher has observed what level of knowledge or skills they have obtained and therefore what they are ready to learn. The professional teacher as a scholar have got to converge in a variety of educational and social areas, including the general social milieu knowledge and skills in curriculum content and methodology and principles of human development and learning.
Ingersoll (1997) speaks on the following characteristics as traditional professional characteristics of professions and professionals with respect to the teaching field: a) credentials – use of professional criteria for hiring teaching job candidates; b) induction – provision of mentoring programs for beginning teachers and their effectiveness of assistance provided to new teachers; c) professional development – extent of participation in activities sponsored by professional teaching organizations and financial support; d) authority – faculty influence over school policy making and the degree of teachers’ individual autonomy within their classrooms and e) compensation – the highest salary levels offered by schools.

Whitehurst (2002), assistant secretary for Education Research and Improvement in the USA, identifies six different characteristics that are important to an educator: (1) general knowledge and ability; (2) certification and licensure (or degrees obtained); (3) experience; (4) subject-matter knowledge; (5) intensive and focused in-service training; and (6) alignment between teacher training and standards (i.e. how the curricula stands up to the standards of accreditation). High levels of these characteristics combined make management educators quality teachers.

Literature has shown that various studies have dealt with the different professional features of teaching and they have focused on one or few professional characteristics of educators. In spite of the immense amount of literature on educator characteristics, a comprehensive study that would encompass the vital professional characteristics of an educator in total is lacking. This has instigated the researcher to take up the study to identify the professional characteristics of an educator. An attempt was made in identifying the educator characteristics using student outcome as a boundary criterion to select the characteristics from among several that are available in
the literature. Therefore a new model of professional characteristics of educators was proposed.

2.3 PROFESSIONAL CHARACTERISTICS OF AN EDUCATOR

The research was commenced based on the assertion that the educators’ characteristics have a significant role to play in student achievement. Various individual characteristics of teachers were found to influence student outcome either directly or indirectly. The effect of subject knowledge of the educator has an impact on enhancing student participation (Mc Namara 1991); engage in additional training on subject content that exhibits and transmits confidence to learners (Goldhaber and Brewer 1997; Goldhaber and Anthony 2003) and specialized form of teacher expertise that reflects in areas of designing a rich curriculum (Molander 1992). All these aspects finally converge in improvement of student basic core skill and student achievement (Molander 1992). Experiences of teaching shapes pedagogic content knowledge and subject knowledge (Mc Namara 1991) which when combined with classroom management skills results in the credibility of the teacher (Kouzes 1993) and in more effective teaching (Stanford et al 1983). Updating of knowledge results in improving the quality of teaching and learning within the classroom, so that all students can achieve required learning expectations (Delong and Wideman 1996). As teacher-reports of student-teacher relationship quality increased, there were also increases in positive social, behavioral, and engagement outcomes for students. Similarly, as student-reports of student-teacher relationship quality increased, there were increases in positive behavioral, engagement, and academic outcomes. Additional analyses of dyadic relationship patterns showed that as the relationship pattern improved, that is moving from negative concordance to discordance to positive concordance, there were increases in positive social, behavioral, and engagement outcomes for
students (Decker et al. 2007). Talbot (1997) recommended that as the teacher is a powerful source of either satisfaction or frustration in students, the teacher’s enthusiasm, competence and interpersonal and communication skills should be a role model that both cognitive and affective motives can co-habit side by side. Studies also disclose that educator remuneration has striking effects on improved students’ outcomes (Lavy 2002) and educator empowerment has effectively resulted in teacher efficacy (Bredeson 1989), student learning (Glickman 1990) and student motivation (White 1992).

Specific Characteristics of the Teaching profession are extracted from the research and are represented as illustrations in the forthcoming section. The figures numbered from 2.1 to 2.10 depict the key factors that contributed in identifying these characteristics as the typical professional characteristics for this research. Subject Knowledge (Mc Namara 1991; Ingersoll 1997; Lusch and O’Brien 1997; Stephens 1967; Tirri and Puolimetka 2000), Teaching Prowess (Munoz et al. 2000; Kouzes and Posner 1993; McNamara 1991; Koutsoulis 2003; Snell and Swanson 2000), Updating knowledge (Rose 2002; Delong and Wideman 1996; Stenhouse 1981), Collegiality (Snell and Swanson, 2000; Ingram 1997), Empowerment (Phelps 2006), Teacher - student relationship (Analoui 1995; Super 1953; Koutsoulis 2003), Remuneration (Hodson and Sullivan 1995; Loeb and Page 2000; Lavy 2002), Commitment (Naik 1988; Ashburn 1989; Anderman 1991) Self development (Cheung and Cheng 1997), Ethical code of conduct (Shestack 1998; Raelin 1991; Kerr and Smith 1995; Kleyn and Kapelianis 1999) are the consolidated characteristics identified.
2.3.1 Professional Characteristics: Studies Represented through Illustrations

Various literature studies that have extracted the professional characteristics are presented as illustrations in this section. **Subject Knowledge** was identified as the foremost characteristic of an educator through the literature survey. As referred by Wall (1998), professions are characterized by the need for and possession of particular kinds of knowledge, which are abstract and practical, massive in extent, difficult to master and lengthy to acquire. Also study by Winch (2004) states that subject knowledge is a characteristic of any occupation that is a profession. Figure 2.1 shows the contribution of these studies through the block arrow boxes leading to Subject Knowledge. The other boxes represent the various studies that depict the impact of subject knowledge in different outcomes. They finally converge in improvement of student basic core skill and student achievement (Molander 1992). The other studies shown in the figure discusses on the effect of subject knowledge on method of teaching, enhancing student participation and evaluation of learning material (Mc Namara 1991); diagnosing cause of students’ underperformance and applying appropriate interventions (Snell and Swanson 2000); engage in additional training on subject content that exhibits and transmits confidence to learners (Goldhaber and Brewer 1997; Goldhaber and Anthony 2003); specialized form of teacher expertise that reflects in areas of designing a rich curriculum (Molander 1992); Teacher Leadership (Snell and Swanson 2000) and Teacher Quality (Goldhaber and Anthony 2003).
Teaching Prowess was the next characteristic which is basically transferring the subject knowledge effectively to the learners. Teaching Prowess or the ability to teach includes pedagogy, communication skills and expertise, the emphasis being on pedagogy. Figure 2.2 shows the studies involving pedagogical skill as an important characteristic in the teaching profession that results in various other effective outcomes when enhanced, as shown. Experiences of teaching shapes pedagogic content knowledge and subject knowledge (Mc Namara 1991) which when combined with classroom management skills results in the credibility of the teacher (Kouzes and Posner 1993) and in more effective teaching (Stanford et al 1983) which reflects teaching prowess. Pedagogical knowledge and subject knowledge when combined with understanding students’ cognitive and developmental
capacities will result in expertise that is marked by commitment and change for student achievement through teaching prowess (Snell and Swanson 2000).

**Figure 2.2 Studies representing Teaching Prowess as an educator characteristic**

**Updating Knowledge** is the characteristic that emphasize on life long learning which is very essential for the teaching profession. The aptitude and the dexterity of the educator is positive and rich as his knowledge is updated, keeping abreast of current professional training through new books, in-service work, conferences, professional reading and by being member of professional organization, resulting in a justified articulation of his proficiency (Black and Armstrong 1995). This characteristic was derived from the various studies shown in Figure 2.3.
Figure 2.3 Studies representing Updating Knowledge as an educator characteristic

The action research strategy helps the teacher to find where he/she is and what necessary update is required as Rose (2002) refers the need to investigate the ways in which schools work, the efficacy of teaching and the processes of learning getting greater than at anytime in the past. Bassey (1995) and the National Education Research Forum (2000) expresses the importance of research in education and the need for educational research to
be the center of social research. These studies depict the need for “Updating Knowledge” for an educator in both subject content and action research. This may be achieved through classroom environment (Stenhouse 1981) and through conferences, workshops, professional training, professional organization and research (Black and Armstrong 1995). This results in overall development of a more inclusive society (Rose 2002) and in improving the quality of teaching and learning within the classroom, so that all students can achieve required learning expectations (Delong and Wideman 1996).

**Collegiality**, that frames a significant relationship of an educator in his profession was the next characteristic identified owing to its importance in resulting in effective outcomes as shown in Figure 2.4. Collegial and Professional skills play an important role in the success of the beginning teacher (Hertzog Pensavelle and Lemlech 2000). Ingram (1997) explains higher order needs, such as achievement and collaborative decision making, that reflects collegiality, leads teachers to take on greater responsibility to achieve shared goals and visions. Teachers’ efforts to attain shared goals become self rewarding. Internal rewards spur teachers on to higher levels of achievement. Thus maintaining a healthy collegiality with staff calls for sharing responsibilities, ideas, suggestion and resources with other teachers (Ingram 1997). One becomes supportive and positive of colleagues and his institution and maintains an effective working relationship with all the institution personnel. As per Snell and Swanson (2000), Collaboration is characterized by a high degree of collegiality and co-operation, collaborative teachers value consensus and compromise rather than competition.
Educators with enhanced collegiality recognize that collective expertise offers the possibility of generating optimal solutions to the complex problems of teaching and learning. They demonstrate strong communication skills and position themselves to be purposefully accessible to their students and peers which results in high levels of achievement among colleagues and with student community.
Commitment is another important factor where an educator is committed to his work not only in terms of his profession but also with the individuals with whom he interacts. Commitment is a preference for remaining in the job and a sense of identification with the organization (Louis 1998; Hackman and Oldham 1980). Commitment includes acceptance of and loyalty to the school as an organization (Reyes 1990). It measures sense of pride and ownership in the school, teacher engagement or persistence on the job. (Ashburn 1989). Teachers tend to feel committed to their jobs when they are working in an environment that encourages support among co-workers, recognition for a job well done, and a stress on performance and accomplishment (Anderman 1991). The Figure 2.5 shows these studies revealing the contents of commitment which further results in various other benefits.

![Figure 2.5](image_url)

**Figure 2.5 Studies representing Commitment as an educator characteristic**
As per Naik (1988), Teacher’s accountability involves moral, professional and contractual aspects that deals with their responsibility towards the persons they connect, the profession and the employing institution respectively. Commitment is a critical factor for the operation of an effective school (Anderman 1991), better student-family-teacher relationships (Ford and Trotman 2001) and in enhancing the functions of direction (Louis 1998).

Four major studies have contributed in consolidating the factor “Teacher Student Relationship” as a characteristic of an educator. As the Figure 2.6 shows, student expectations which mainly constitute humanistic approach, effective communication skills, class control and better understanding towards them dictates a major criteria for better teacher student relationship (Koutsoulis 2003).

![Figure 2.6](image-url)

**Figure 2.6** Studies representing Teacher student relationship as an educator characteristic
Knight (1994) describes the components of teacher credibility namely, competence, trustworthiness and dynamism of the teacher as the factors that influence the relationship with the students. Mentor–Protégé approach involving emphasis on one to one care and commitment obviously enriches student relationship as discussed by Super (1953). As the teacher is a powerful source of either satisfaction or frustration in students, the teacher’s enthusiasm, competence and interpersonal and communication skills should be a role model that both cognitive and affective motives can co-habit side by side, thereby enhancing relationship with students (Talbot 1997).

Empowerment is a process where teachers develop their competence to take charge of their own work and resolve their own problems. Numerous studies have portrayed empowerment as an important characteristic of a teacher or of any professional. Figure 2.7 shows three constituents in the circle which are important elements of teacher empowerment: improved status; increased knowledge and access to decision making (Maeroff 1988). The banners around are the studies citing the respective entity as outcomes of educator empowerment. It has effectively resulted in teacher efficacy, job enrichment and professional autonomy (Bredeson 1989, Klecker and Loadman 1996); student learning (Glickman 1990); effective schools (Dondero 1997); personal worth (Lashley 1999); professional judgment of content of curriculum and means of instruction (Zeichner 1991); characterized as optimistic, determined, self actualized and skilled to empower others (Snell and Swanson 2000); raise in teacher attendance (Wunder 1997); increase motivation and hence enhance teacher student relationship (Pickle 1991); job satisfaction (Fritsch 1995; Klecker and Loadman 1996, Lanney 1998); teacher morale (Wunder 1997 and White 1992), student motivation and improved communication with peers (White 1992). Empowerment not only enjoys discretion, autonomy, power and control but also information sharing (Lashley 1999).
Self development is a self attributing characteristic that develops in one’s professional life. Apart from all the effects produced by the educator in his work life, he should also develop improvements and growth in his own self. This includes self assessment and evaluation that will lead to his career development, professional growth and acquire leadership qualities as reflected by the studies shown in Figure 2.8.

Figure 2.7 Studies representing Empowerment as an educator characteristic
According to Cheung and Cheng (1996), the type of self-management that can encourage continuous self-learning and development to ensure quality of work in a changing environment should be a cyclical process consisting of five sequential stages: environmental analysis, planning and affiliating, developing and directing, implementing, evaluating and monitoring. Adhering to these phases, his work results in an enhanced quality output that fosters his associates and customers. As students are the basic acquaintance of a teacher, they enjoy the quality output of the educator which in turn is reflected in students’ better performance. A self managed teacher will be able to enhance his career by assuming leadership skills that enriches
his personal mindset and professional life (Crowther 1997). Berry and Ginsberg (1990) identified three components of the role of a new cadre of professional educators, whom they called ‘lead teachers’: coaching other teachers; development and review of school practice; and decision making. Lieberman et al (1988) identified following skills that were manifested by teacher leaders: building trust and rapport; organizational diagnosis; dealing with the process; using resources; managing the work; building skill and confidence in others.

**Remuneration** is an undisputable characteristic that an educator have to give significance as the studies show a number of desirable effects of this factor as illustrated in Figure 2.9.

![Figure 2.9](image_url)
Professionals are typically well compensated and are provided with relatively high salary and benefit levels throughout the career span (Hodson and Sullivan 1995). The assumption is that, given the complexity of the knowledge and skills required, relatively high levels of compensation are necessary to recruit and retain capable and motivated individuals (Etzioni 1969; Hodson and Sullivan 1995). Studies disclose remuneration has striking effects on retaining capable individuals (Ingersoll 1997); increasing teacher quality (Rivkin 1999); reducing teacher drop outs (Loeb and Page 2000) and improved students’ outcomes (Lavy 2002).

**Ethical conduct** is both the most fundamental tenet of professionalism and the most challenging. ‘Ethical standards should not be treated as articles of containment but embraced as welcome moral principles guiding a growing, vibrant profession’ (Shestack 1998). Figure 2.10 shows studies signifying the fundamental and the challenging aspects of the factor. It is a fundamental principle for any profession and represents an authoritative symbol of social responsibility (Raelin 1991). When lapses in ethical behaviors occur, the credibility of the entire profession is endangered (Kerr and Smith 1995).

Like any other profession, consideration of a more highly developed professional ethics for teachers can only assist in the overall growth and enhancement of the profession (Lovat 1998). Given their complex knowledge and highly technical skills, professionals play a vital role in society, and their morality is imperative (Kleyn and Kapelianis 1999). It is also the most challenging aspect of any profession as it cannot be just followed as rules but have to be applied appropriately for a situation. This has to be taught to the students to enrich their ethical decision making skill (Wyatt 2004).
Figure 2.10 Studies representing Ethical Conduct as an educator characteristic

Students be taught to debate on ethical dilemmas & challenged to decide on ethical issues

Provide a mechanism for public accountability and internal disciplinary action

Revisions are essential

Misconceptions about what constitutes good teaching and lack of consensus

Professional represent an authoritative symbol of social responsibility

Ethical behavior contribute to the credibility of the entire profession

Vital role in society

Code of conduct for teachers will assist in the overall growth and enhancement of the profession.

TEACHER BEHAVIOR

STUDENT ACHIEVEMENT SCORES
A code of conduct is designed to provide a mechanism for public accountability and internal disciplinary action, that enhances public accountability. While the process of conceiving such a code would be undoubtedly an immense challenge, it could result in a concrete resource for teachers who currently cope with conflicting responsibilities, tensions among their various relationships and overall ethical uncertainty with little professional direction (Campbell 2000). Unlike medicine, architecture, or accounting, the teaching profession has not codified the knowledge, skills and dispositions that account for accomplished practice. Consequently, both misconceptions and lack of consensus about what constitutes good teaching continue to exist (Snowden 1993). Moreover codes of ethics are living documents that change over time, and revisions will be needed as our knowledge base grows and as our consensus emerges around controversial ethical issues (Herlihy and Theodore 1995). Teacher behavior which is the outcome of an educator’s ethical conduct does have correlation with student achievement scores (Harris 1998).

The studies contributing to the extraction of the ten professional characteristics from the literature review with the base criterion focusing on positive student outcome in any form, is presented as above in the Figures 2.1 to 2.10. These characteristics have been defined in summation of the literature reviewed and through relevant appreciation of the concepts for the teaching profession as follows and the figurative model is depicted in Figure 2.11.
2.3.2 Defining the professional characteristics

**Subject Knowledge**

The educator’s expertise in respective discipline which is hard earned, thorough in content, extensive enough to assess and that is exhibited with confidence to supplement students in their core skills of the subjects.

**Teaching Prowess**

The ability of the educator to employ appropriate pedagogy, effective communication skills, and demonstrate classroom management skills competent enough to sustain his/ her credibility.

**Updating Knowledge**

It describes his/ her aspiration for updating his/her knowledge and improving the process of teaching through professional training, research and action research.

**Collegiality**

The sense of oneness with peers that enhance consensus rather than competition that results in developing and gaining professional skills and institution effectiveness through shared ideas, goals and practice.

**Commitment**

The educator’s personal and professional investment of time and space with dedication to his profession that entails his/ her work, institution, colleagues, students and the community.
Teacher Student Relationship

The educator enrich his/ her bond with the students through his/ her interpersonal skills and developing a sense of responsibility, confidence and self discipline that enables them to interact freely and effectively in groups and also feel a sense of fair treatment and being attended with care and respect.

Empowerment

The capacity of the educator to engross information and execute autonomy with discretion and control in decision making.

Self- Development

The responsibility that the educator possess toward him/ herself in achieving job satisfaction, managing time structure, meeting his career aspirations and enriching his leadership qualities for professional growth.

Remuneration

The indisputable characteristic which rewards the complexity of the knowledge, skills and capabilities expressed by the educator that motivates and retains the talented individuals.

Ethical code of Conduct

Standards of action, flexible enough to practice appropriately for a situation, in guiding a vibrant profession.
However ethical conduct was found to have a very wide scope as it did not result in consistent results from the pilot studies. It was viewed to deserve a separate study as it was not accommodative in this research. Hence it was dropped and the remaining nine characteristics were included for the study.

![Figure 2.11 Professional Characteristics model]

Figure 2.11 Professional Characteristics model

The model in Figure 2.11 was derived to represent the professional characteristics of an educator inter-relating them based on literature review (Hart and Marshall 1992, Cervero 2001, Hausman and Goldring 2001, Ingersoll 1997).

2.4 TEACHER EFFICACY

The study of teacher efficacy is a little over two decades old and began with RAND researchers’ evaluation of whether teachers believed they could control the reinforcement of their actions (Armor et al 1976). This early work was founded on Rotter’s (1966) locus of control theory, and it was assumed that student learning and motivation were the relevant reinforces of
teaching action. Historically, the Bandura (1977) and Rotter (1966) traditions have influenced the study of teacher efficacy. Consistent with the general formulation of self-efficacy, Tschanne-Moran and Woolfolk Hoy (2001) defined teacher efficacy as a teacher’s ‘judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated’. Tschanne-Moran et al (1998) also argued that teacher efficacy is actually a joint, simultaneous function of a teacher’s analysis of the teaching task and his or her assessment of his or her personal teaching competence or skill.

It has been also defined as ‘the extent to which the teacher believes he or she has the capacity to affect student performance’ (Berman et al 1977), or as ‘teachers’ belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated’ (Guskey and Passaro 1994). Ashton (1984, 1985) defined teachers’ sense of efficacy as ‘their belief in their ability to have a positive effect on student learning’. Teacher efficacy is related to a range of variables, such as student achievement (Armor et al 1976), student motivation (Midgely et al 1989), teachers’ adoption of innovation (Berman et al 1977; Guskey 1988; Smylie 1988), superintendents’ ratings of teacher competence (Trentham et al 1985), and teachers’ classroom management strategies (Ashton and Webb 1986). The major influences on efficacy beliefs are assumed to be the attributional analysis and interpretation of the four sources of information on efficacy as described by Bandura (1986, 1993, 1996 and 1997). These are verbal persuasion, vicarious experience, physiological arousal, and mastery experience. Nevertheless, teachers do not necessarily feel equally efficacious for all teaching situations. Bandura (1977), in his statements on social theory, highlighted that teacher efficacy is context specific. Teachers may feel efficacious for teaching particular subjects to certain students in specific settings, and they can be expected to feel more or less efficacious under different circumstances.
Student learning is affected most directly by the hours they spend on appropriate tasks in classrooms. Teachers are the first line of defense against ignorance. We will never have the perfect curriculum or teaching strategy, but teachers who set high goals, who persist, who try another strategy when one approach is found wanting—in other words, teachers who have a high sense of efficacy and act on it—are more likely to have students who learn. So the question of how to support and not undermine teachers’ sense of efficacy is critical. The basic management task for teachers is to achieve order and harmony by gaining and maintaining student cooperation in class activities. Without students’ trust, respect, and cooperation, even the best materials and methods can fail. Like all of us, student’s perceptions are their reality. If students believe teachers distrust them, they are not likely to cooperate. If they believe teachers have nothing to teach them, students are not likely to cooperate (Woolfolk 2004).

Teacher efficacy beliefs influence teacher behaviors, which, in turn, influence student achievement within the classroom (Ross 1994, 1998). That is, as teachers develop beliefs that certain actions lead to increased levels of student achievement throughout the school, these actions develop into group or school-wide normative behaviors. These group normative behaviors along with their concomitant rewards and sanctions, in turn, will penetrate each classroom influencing both teacher and student behavior. The ideal result is increased levels of student attainment throughout the school.

Although most researchers have treated teacher efficacy as a unidimensional trait, others have distinguished two types, following Bandura’s (1977) distinction between expectations about one’s ability to implement particular strategies and expectations about the outcomes of these strategies. The most frequently used instrument (Gibson and Dembo 1984) produces two scores: personal teaching efficacy which is the expectation that
the respondent will be able to bring about student learning and assumed that it reflected self-efficacy, and general teaching efficacy which is the belief that teachers’ ability to bring about change is limited by factors beyond their control or in other words, it captured outcome expectancy. In most studies there is a weak positive correlation between the two measures and some researchers (Hoy and Woolfolk 1990) have argued that it is misleading to combine the scores into a single measure. Even when two scales are used, teacher efficacy measures tend to be more global than those developed to assess efficacy in other domains (Ross 1992). The effects of positive feelings of efficacy have been studied with preservice, novice and inservice teachers at various school levels (elementary, middle and secondary) and in various contexts (urban, sub urban and rural) (Deemer and Kathleen 1993).

As discussed above, Gibson and Dembo (1984) were the first to develop a more expanded measure of the teacher efficacy construct. Although other definitions and measures exist, the majority of the studies investigating teacher efficacy have used Gibson and Dembo’s (1984) conceptualization and scale of teacher efficacy. They defined teacher efficacy as a multidimensional construct composed of two relatively independent dimensions: personal teaching efficacy and teaching efficacy. Personal teaching efficacy involves teachers’ evaluation of their own capabilities to bring about student learning. The other dimension teacher efficacy reflects the degree to which teachers believe other educators can control the learning environment despite influences such as family background, IQ and school conditions. However, the conceptual confusion around the concept of teacher efficacy has made developing appropriate measures of efficacy difficult. Researchers have tried very simple, general measures as well as long complex vignettes. In addition, there are conceptual problems in the interpretation of the factor structure and the poor correlation between the factors where two or more have been found (Tschannen-Moran and Hoy 2001).
Tschannen-Moran and Hoy from the College of Education at the Ohio State University worked on a new measure for teacher efficacy. Several possible formats for a new efficacy measure were explored, including a Likert-type scale similar to the Gibson and Dembo instrument and the expanded scale advocated by Bandura. In the end, they decided on a measure based on Bandura’s scale, but with an expanded list of teacher capabilities. The new measure, named the Ohio State teacher efficacy scale (OSTES), was reasonably valid and reliable. With 24 items, it is of reasonable length and should prove to be a useful tool for researchers interested in exploring the construct of teacher efficacy (Tschannen-Moran and Hoy 2001). This instrument was adopted with few changes, to measure the teacher efficacy construct in this research, after validation through the pilot data. Based on the Gibson and Dembo (1984) definitions, teacher efficacy comprises of personal teaching efficacy and general teaching efficacy as shown in Figure 2.12. As this research is based on self perception of the educators on their characteristics, the personal teaching efficacy attributes were selected for the study.

Figure 2.12 Teacher Efficacy model
2.5 THEORETICAL MODEL

As the set of professional characteristics identified was based on their impact on student achievement and student outcome, and as teacher efficacy attribute is directly linked with student achievement, the research explored whether there was any significant relationship between the professional characteristics identified and teacher efficacy. Some studies have empirically considered the effect of only few of the characteristics on teacher efficacy and the impact of an extensive set of professional characteristics on teacher efficacy was lacking. Consequently, the model was linked with teacher efficacy. Therefore the models shown in Figures 2.11 and 2.12 were connected to bring about the theoretical model as shown in Figure 2.13.

The model depicts the inter-relationships between the nine constructs and their influence on teacher efficacy. The different constructs were inter-related to each other based on careful examination of their properties supported by literature review. We can see that subject knowledge and updating knowledge lead to teaching prowess. Similarly collegiality and teacher student relationship are correlated to commitment. These relationships are backed up by literature studies. And finally the constructs, teaching prowess, commitment, empowerment, self development and remuneration are correlated towards teacher efficacy. This final model requires testing and validation.

2.5.1 Teaching Prowess Structure

Teaching Prowess is the ability of the teacher to transmit the knowledge effectively that comprises mainly the pedagogical skills of the teacher. The transmission of subject knowledge to students is generally considered to be a primary focus of teaching. Successful teaching requires a
thorough understanding of the subject matter, which includes the ability to see the connection between the various disciplines (Hart and Marshall 1992). Pedagogical knowledge is a broad term that includes both general pedagogy (techniques, skills and behaviors useful in various contexts, regardless of the specific contents taught) and subject matter pedagogy (more formal type of knowledge, the foundation of which rests in the disciplines) (Carter 1990 and Shulman 1987). This type of knowing combines knowledge of subject matter with knowledge of learners and entails a weaving together of ideas about how people learn and knowledge about particular type of people with thorough understanding of the subject in ways that respect the integrity of each (McDiarmid et al 1989) which enhances the student learning.

In a study by Corwin (1978), respondents felt ‘knowledge update’ was highly desirable and instrumental as it is more likely than others to help them keep current in their subject matter specialty. The fundamental purpose of continuing education and updating knowledge is to improve the practice of teachers (Cervero 2001), which is the teaching prowess of the educator. Therefore the constructs subject knowledge and updating knowledge were taken as auxiliary factor that were linked to teaching prowess construct in the model.

### 2.5.2 Commitment Structure

Organizational Commitment is defined as ‘the relative strength of an individual’s identification with and involvement in a particular organization’ (Louis 1998). The theoretical model depicts collegiality and teacher-student relationship variables linearly correlated to Commitment. Collaborative climate and shared decision making that signifies Collegiality, has been significant predictors of teacher organizational commitment as per Reyes (1990). Teacher professional community that includes collegiality,
autonomy, and teacher opportunity to learn is central to the development of teacher commitment as per studies of Hausman and Goldring (2001).

Similarly, NBPTS emphasizes on teacher commitment towards students that supports the model in directing the teacher student relationship construct to commitment of the educator. The National Board for Professional Teaching Standards (NBPTS, 1991) for teacher professional development gives the first proposition of accomplished learning as teacher commitment to students and learning (Helms 2001). As per Ingersoll and Alsalam, (1997) teacher commitment is central to student learning. Enhanced teacher commitment, leads to improved teacher performance and ultimately gains in student learning (Darling-Hammond and Goodwin 1993; Ingersoll 1997). Also, teachers with a high sense of efficacy are more likely to feel committed to their schools because they are more likely to invest in their profession and their students (Hausman and Goldring 2001). And hence the characteristics of collegiality and teacher student relationship were taken as auxiliary factors that lead to commitment of the educator as shown in the model.

The constructs, teaching prowess, commitment, empowerment, self development and remuneration is linked with teacher efficacy directly, which depicts that these constructs are assumed to have an influence in teacher efficacy. However it is presumed that the auxiliary constructs too have an impact on teacher efficacy through their main constructs. Their scores were calculated individually as done for the other constructs and all the analysis involving these constructs were done as for individual constructs. This model was validated through a validated instrument and pilot study.
2.6 CONCLUDING REMARKS

Based on literature review, the important and repeated professional characteristics of educators were identified as subject knowledge, teaching prowess, updating knowledge, collegiality, commitment, teacher-student relationship, empowerment, self-development and remuneration. Another important attribute that influences student outcome, namely, teacher efficacy was also reviewed that comprised of personal teacher efficacy and general teacher efficacy. A theoretical model was derived connecting professional characteristics and teacher efficacy. This model paved way to frame the objectives.

Figure 2.13 Theoretical model depicting inter-relationships between the constructs and that with teacher efficacy