# Chapter 2
## REVIEW OF THE RELATED LITERATURE

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2.1 Introduction

The survey of related studies involves studying, evaluating and locating reports of related researches. It also implies study of published articles, going through related portions of Encyclopaedias and research abstracts, study of important pages out of complete books on the subject and interrelated manuscripts. The researcher for any useful study requires enough knowledge which has been previously done in the area of his preference. Latest information has to be needed by the researcher about the work done has been completed in that area. Researcher has to gather the knowledge of the past. Researcher draws maximum gain from the previous investigations, utilises the preceding findings, takes many hints from the designs and procedures of previous researches, matches his conclusions with the conclusions drawn earlier and tries to add from his side a line or two to the existing store of knowledge.

2.2 Importance of review literature

Review aimed at comparing of related topics. In the introduction to research report researcher summarised the relevant literature. By reviewing the literature by the researcher, recent knowledge about the topic and clarity of the importance for new study can be provided.

- The related literature in any field forms the foundations upon which all further work will build.
- The study becomes up to date and scientific by reviewing the literature.
- Reviewing the related literature permits the researcher to become familiar with the current knowledge in the field in which he/she is going to carry the research.
- Reviewing the related literature allows the researcher to delimit, describe and define his/her problem in the field.
- By reviewing the related literature the researcher can avoid useless and unfruitful problem areas. He can select areas in which optimistic findings are very expected to result and his endeavours would be likely to add to the knowledge in a significant way.
- The related literature assists about the instruments and tools which were promising and useful in the earlier studies.
The related literature is helpful in providing statistical methods through which validity of results is to be established.

So, the review of the related studies is one of the essential steps in entire process of a research.
If the researcher doesn’t study the related literature and earlier researches, he/she is tempted to start any research right from the beginning rather and pick up the thread at which the earlier researches left. As a result, significant research findings are difficult to draw any significant generalisation for practitioners or policy makers. Thus, we can say that the study of the earlier related research is very important by which researcher can understand from when she has to start her research work.

2.3 Sources of review literature

The sources of the review of the related literature are divided into two types- Primary sources and Secondary sources.

**Primary Sources:**
In the primary sources, the author reports his/ her own work directly in the form of research journals, dissertations, books, monographs and theses. Primary sources provide added information about a study than can be found somewhere else. Primary sources give the researcher a basis on which to make his own judgement of the study. Though consulting such sources is a time consuming process for an investigator, yet they provide a good source of review of related literature on the research used.

**Secondary Sources:**
The author collects and summarizes the findings of the work done by others and gives interpretation of these findings in secondary sources. In them, the author usually attempts to cover all the important studies in an area in the form of encyclopaedia of education, education indexes, abstracts, bibliographical references and quotation sources. Working with secondary sources is not time-consuming because of the amount of reading required.
The use of primary and secondary sources depends largely on the nature of the research study proposed by the investigator. If it is a study in an area in which much research has been reported, a review of the primary sources would be a logical first step. On the other hand, if the study is in an area in which little or no research has been conducted, a check of the secondary sources is more logical. Therefore in this study, the investigator has used both the primary and secondary sources for the review of the related literature.

2.4 Review of the past related literature

Reviewing all the foremost studies of the past the researcher remain attentive to find out that any study has been done which can be interconnected with the current topics of investigation. It is significant to review the literature by the researcher which is indirectly or directly linked with the topic related to his/her problem.

- **Ayeni Adeolu Joshua** studied about

**Title**: The teachers’ Professional Development and Quality Assurance in Nigerian Secondary Schools (2011)

**Objectives**:
- To study the special effects of teachers qualification on their instructional responsibilities performance in secondary schools.
- To study the effects of teachers teaching experience on their instructional task performance in secondary schools.

**Methodology**:
- Descriptive survey method was used.

**Sample**:
- 60 principals and 540 teachers
Findings:
• The teachers’ performance can be improved with experience and a good qualification in teaching. The challenges that teachers are facing in instructional contribution and for the development of curriculum delivery effective development capacity during in-service to improve the teaching quality and education system.

Behlol Malik Ghulam studied about

Title: The practices and problems of supervisors working at primary school level in Pakistan (2011)

Objectives:
• To study the supervisory procedure of district supervisors and head teachers at primary level
• To investigate the problems of supervisors
• To give suggestions to the supervisors for improvement of quality of education.

Method:
• Survey method was used.

Sample:
• 20 Male and 20 Female primary teachers.

Findings:
• The supervisors are autocratic and they don’t visit the schools to solve the classroom problems and supervisors don’t believe in supervision as a process of counselling, motivating, sharing and guiding the teachers to solve their classroom problems. Majority of heads are also not enough competent to guide the staff in performing the educational activities in class.
Brownlee Joanne and others studied about

Title: Learning to lead: A social justice perspective on understanding elementary teacher leadership in Papua New Guinea (2012)

Objectives:
• To study the understanding about educational leadership by elementary teacher trainers and policy personnel
• To study about what extent these understandings make changes in moving to specifically designed leadership programme

Methodology:
• Survey method was used through asking questions about journal entries and focus group transcripts.

Sample:
• 10 elementary teacher trainers.

Findings:
• Participants emphasises on relationships and valuing people in elementary education leadership contexts. They are concern about economic barriers to effective leadership.

Cavanagh Michael S., Garvey Thomas studied about

Title: The development and implementation of a collaborative professional experience learning community for a group of nine pre-service secondary mathematics teachers (2012)

Objectives:
• To investigate the participants views about learning community
• To study the effects of co teaching, collaborative reflection and peer observation
To identify how it helps the pre-service teachers to develop their professional practice.

Method:
- Survey method was used. Techniques used were school visits and method workshops

Sample:
- 5 Males and 4 Females means total 9 pre-service secondary mathematics teachers.

Findings:
- The learning community participation helped in-service teachers and make them strong link between practice and theory. Through this teachers become more reflective in problem solving approaches.

Chaudhary Imran Anjum, Imran Shahida studied about

Title: Listening to unheard voices: Professional Development Reforms for Pakistani Tertiary Teachers (2012)

Objectives:
- To study the professional development opportunities for tertiary teachers in Pakistan and what changes can be made.

Methodology:
- Semi structured open ended interview, employed ethnographic case study approach.

Sample:
- 6 participants from different fields like lecturers, professors and directors etc.
Findings:
- The need to reform professional development and to assist in these reforms, and suggests that teachers need to gain a wide repertoire of teaching to become better practitioners.

Edward Sorrel Pen (2010) studied about

Title: The competencies of an English teacher: Beginning Student Teachers’ Perceptions (2010)

Objectives:
- To learn how education students perceived the need for school teacher competence
- To develop the skills throughout teacher training

Methodology:
- Survey method was used.

Sample:
- 55 secondary and 254 primary students.

Findings:
- ICT/ computing, grammar and spelling competency rated the highest and visual aspects the lowest for teachers. Students own highest spelling competence and lowest for teachers. There is no influence of contextual knowledge.

Flumerfelt Shannon studied about

Title: An examination of professional goal plans and ethical leadership (2009)

Objectives:
- To study how non-practicing and practicing student groups graduated from same standards, self assessed their ethical performance, knowledge and dispositions.
Methodology:
• Qualitative methods. Techniques used for data collection was interviews.

Sample:
• 34 students

Findings:
• There is a difference in the proof of moral standards practicing administrators and non-administrators. For the successful student achievement the non-administrators are harm of knowledge and performances outcomes of ethical leadership.

❖ Francis Ayamba (2010) studied about

Title: The supervision of teaching practice as perceived by student-teachers: a case study at Atebubu College of education of brong ahafo region of Ghana (2010)

Objectives:
• To examine how student-teachers observe supervision in teaching practice.

Methodology:
• Survey method was used.

Sample:
• 50 Diploma Basic Education students – teachers out of which 35 were males and 15 were females.

Findings:
• There was no significant difference about students-teachers’ perception of supervisory practice and mode of supervision during teaching practice.
Gentry Georgy Curtis (2002) studied about

Title: A case study: the issues high school principals encounter with (2002)

Objectives:
- To examine the perspectives of high school principals regarding the supervision of instruction.

Methodology:
- Interview and qualitative data gathered through verbal, observations and narratives.

Sample:
- 4 high school principals of 9 to 12 grades, out of which 3 were males and 1 was female.

Findings:
- Principals are lacking to set the priorities based on work demands. They are also lacking in specialised content area. Other things included are role entanglements between instructional coordinators and assistant principals.

Goza Nana Aicha studied about

Title: The concerns the training of supervisors of primary school teacher training institutions (ENI2) in Niger with a particular focus on profiles working conditions and motivation (2008)

Objectives:
- To explain the type of report of supervisors in teacher training institutions
- To study working environment
- To recognize the degree of motivation
- To study their classroom practices.
Methodology:
- Interview

Findings:
Some variables which are related to bad working conditions decide inspiration which affects the classroom teaching behaviours.

Grift Wim van de and Wal Marieke van de (2010) studied about

Title: Measuring the development of professional competence among teachers (2010)

Objectives:
- To make an observational tool to assess the quality of teachers classroom practices.

Methodology:
- Item response analysis

Sample:
- 1319 teachers in primary education.

Findings:
- This investigation has done on the development of a reliable and valid observation instrument to measure the pedagogical and didactic behaviour of teachers. The observation instrument consists of a number of aspects which have been proven to effect pupils’ achievements in studies on school effectiveness.
Hoque Kazi Enamul (2007) studied about

Title: The headmaster’s managerial ability under school based management and its relationship with school improvement: a study in city secondary schools of Bangladesh (2007)

Objectives:
• To study the correlation between headmaster’s managerial capability under SBM and school enhancement
• To study the correlation between headmaster’s managerial capability under SBM and teachers professional progress activities
• To study the correlation between teachers professional growth and school development.
• To study the correlation between particular headmaster’s (gender and experience wise) and school improvement
• To study the correlation between management capability of headmaster and school improvement.

Methodology:
• Survey method was used.

Sample:
• 697 teachers and 127 headmasters.

Finding:
• The study provided useful information for headmasters, teachers, educational managers, policy makers of the school regarding the well being of secondary schools. Also investigated about upgrading of the school. It is insufficient to work on representative variable especially on teachers professional development activities. To overcome this emptiness an attempt is made.
• More stress has to be given on teacher’s in-service training, classroom observations, collaboration etc.
• Proper planning by headmasters has to be done.
Isaacs Jeffrey S. studied about

Title: A study of teacher evaluation methods found in select Virginia secondary public schools using the 4x4 model of block scheduling (2003)

Objectives:
• To identify and recommend teacher evaluation process and content appropriate for block scheduling format.

Methodology:
• Survey method was used through interviews of teachers and principals.

Sample:
• As per the different categories of schools the sample was as follows:
  - School A- 1 principal and 4 teachers
  - School B- 1 principal and 5 teachers
  - School C- 1 principal and 3 teachers
  - School D- 1 principal and 1 teacher
  - School E – 1 principal and 3 teachers
  - School F-1 principal and 5 to 8 teachers.

Findings:
• The six models of evaluation showed alike components
• The teachers and administrators thought that models had not significantly change the acceptance of block scheduling.

Jumani Nabi Bux studied about

Title: Study of Competencies of the teachers trained through distance education in Pakistan (2007)

Objectives:
• To study the effectiveness of distance teacher education.
• To recognize the competencies needed for efficient teaching.
• To build up plan for the improvement of competencies.
• To locate the problems in teacher training through distance education and recommend the solutions.

Methodology:
• Survey method was used.

Sample:
• 33 Head of schools, 92 Secondary school teachers and 141 Secondary school students from Islamabad, Rawalpindi and Multan.

Findings:
• Difference of opinion was there in the region wise groups.
• In less time teachers has to complete the course so they are emphasising on explanation.
• For better understanding teachers give examples.
• Head of the schools approved that teachers were applying the principles for student’s development.
• Experienced teachers clarify the topics without a doubt as compared to junior teachers.

Kayakanni S. studied about

Title: Professional development of teachers (2012)

Objectives:
• To study about the professional development of teachers for the upgrading of learning outcomes.

Methodology:
• Direct feedback from parents, students and colleagues etc.
Findings:

• Different preparations programme needs to be emphasised to become a competent and efficient teacher for managing teaching-learning process effectively with diverse range of learners. This doesn’t mean that to give intellectual knowledge but providing supervised experience related to classroom management. For the improvement of learning outcomes professional development of teachers in the area of classroom management is required.

ível Kayaoglu Naci M. studied about

Title: Dictating or facilitating: the supervisory process for language teachers (2012)

Objectives:

• To measure the effectiveness of supervisory process in-service training of EFL teachers.

Methodology:

• Survey method was used.

Sample:

• 135 English teachers

Findings:

• Most of the teachers are pessimistic and thinks that supervisors are bureaucratic administrators and supervision is a negative experience. Because of this teachers do not respect supervisors and supervision.

• The main problem is some of the supervisors are not having expertise knowledge in finding the problems in particular field and recognising the complex characteristics of teaching-learning of foreign language.

• Supervision is not based on logical and object criteria.

• Presence of supervisors irritates the teachers and supervisors don’t provide guidance to the teachers.
Kayani Muhammad Munir studied about

**Title:** Analysis of professional competency enhancement program of nahe on the performance of college teachers (2011)

**Objectives:**
- To study the performance of teachers after receiving training
- To assess teaching competency of classroom teaching.

**Methodology:**
- Survey method was used (questionnaire)

**Sample:**
- 60 college teachers out of which 30 were males and 30 were females.

**Findings:**
- Teachers agreed that training improved their skills and classroom teaching.
- In-service teacher training is essential for professional development.

Khomenko S. studied about

**Title:** Professional competence of a teacher as a necessary component of the professionalism (2011)

**Objectives:**
- To study the professionalism, professional culture and professional competence of teachers.

**Findings:**
- Professional competence carries essential character so it cannot be examined in isolation. It is formed on the stage of professional preparation of a specialist. If teaching is in pedagogical institute of higher it is necessary to examine it as a process of forming of pre-conditions of professional competence. Professionalism is a wider concept. To be a professional it is not only to know how to do but to realize this knowledge’s, labouring for a necessary result.
Komba Willy L., Nkumbi Emmanuel studied about


Objectives:
• To study the factors effecting teacher professional development
• To recognize practices that promote teacher professional development
• To check support mechanisms for teachers professional development in primary schools

Methodology:
• Survey was done through checklist and interviews.

Sample:
• In sample 136 district school inspectors, council officers, head teachers, teachers, coordinators etc. were included.

Findings:
• Commencement and training of Teacher Professional Development is required for the increase of teacher academic qualifications and professional growth.
• Response of respondents
• Need of text books and crowded classrooms.
• Professional development helps to attain updates in teaching, high standards of teaching, use of science and technology in teaching, raise self-image etc.
Kwang Hee Chung studied about

Title: A study of characteristics of teachers professionalism in Korea, Seoul: Hee Kyung Bang Press (2007)

Objectives:
- To study the theoretical basis of professional commitment
- To study the characteristics of teachers professional commitment and excavating its effective factors by interviewing high professional commitment teachers
- To study the relationship between the characteristics of teachers professional commitment and its effective factor
- To provide suggestions for enhancing professional commitment of teachers

Methodology:
- Qualitative methods of research were used. Interviews were performed.

Sample:
- 144 teachers were chosen on the recommendations of municipal and district office of education, for interviews.

Findings:
- A spirit for independent enthusiasm and efforts and change in students showed highest consent levels.
- Arrogance and self-respect of teacher appeared to be the most influential reinforcement factor.
- A general understanding not external factors but the inner encouragement of teacher are most significant factor in teacher commitment.
Lee Icy studied about

Title: Teachers as presenters at continuing professional development seminars in the English-as-a-foreign language context: 'I find it more convincing’ (2011)

Objectives:
• To study the ways that how can EFL teacher’s energetic involvement in seminar encourage teacher learning.

Methodology:
• Survey was done by using the techniques of interview and questionnaire.

Sample:
• 166 secondary and primary school teachers.

Findings:
• The teachers learning can be enhanced by the opportunities given for teachers knowledge sharing and production at CPD seminars. Teachers play a more energetic role than what is allowed in CPD activities that are dominated by the conventional training paradigm constructed on knowledge consumption.
• Seminars are encouraging and practical.

Mahanta Surjit studied about

Title: Professional Competence vis-à-vis variations of gender and locality: An analytical study

Objectives:
• To study the level of professional competence between male and female (gender) and rural and urban area (locality).
Methodology:
- Survey method was used in which questionnaire technique was used.

Sample:
- 300 teachers from 50 secondary schools.

Findings:
- Female teachers are a little advanced as compared to male teachers.
- Urban school teachers are more refined in professional competence than rural teachers.

Liakopopoulou Maria studied about

Title: The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher’s effectiveness? (2011)

Objectives:
- To record the qualification fundamental by teachers.
- To study the attitudes and qualities to a teachers effectiveness.
- To study the knowledge and skills to a teachers effectiveness.
- To study the use of skills and educational knowledge to improve pedagogical and teaching work.

Methodology:
- Survey method was used.

Sample:
- 727 secondary school teachers of all subjects.

Findings:
- He found in related literature regarding a holistic approach to the tools making up the profile of a “good teacher”, as most teachers seem to connect their utility at work with personal virtues and teaching and educational skills, as well as
pedagogical knowledge. These findings contributed to an orderly and logical
description of the content of professional knowledge required for the doing well
performance of a teacher’s pedagogical and educational work.

**Morki Million (2010) studied about**

**Title:** An assessment on the status of school-based instructional supervision in
secondary schools of west arsi zone of oromia region (2010).

**Objectives:**
- To measure and explore the practice of school based supervision.
- To develop instructional improvements.
- To develop teachers professional development.

**Methodology:**
- Survey method was used.

**Sample:**
- Total 222 sample out of which 132 were teachers, 12 principals and vice
  principals, 72 supervisors and 6 were the coordinators.

**Findings:**
- The school based instructional supervisory practice were ineffective. No prior
  training was provided to the supervisors and they were involved in the difficult
  task of supervision. They were also not able to promote professional competence
  of teachers.
- The study viewed that lack of training, experience, trained supervisory personnel,
  sharing session, less budget, more load of teaching, less number of supervisors
  and poor communication skills of supervisors hamper the implementation of
  school based supervision.
**Mpofu Lilian Chipo** studied about

**Title:** perception of classroom supervision by secondary school teachers in the Harare region (2007)

**Objectives:**
- To assist teachers to maintain positive approach towards supervision.
- To assist teachers to understand that supervision is a two way communication.
- To assist teachers that it is a continuous and systematic process.
- To assist teachers state their views on appraisal openly.
- To build confidence, encourage and stimulate interest in both the appraiser and appraise.

**Methodology:**
- Interview and questionnaire.

**Sample:**
- 120 teachers from 12 secondary schools.

**Findings:**
- Most of the teachers understood about the instructional supervision. Teachers prefer that supervisors should have teaching experience of more than 10 years. Teacher’s perceptions were that supervision helps them if it is done properly in the right way.
- Teachers welcomed Post instructional discussions with the supervisors and did not want the pre-lesson observation.
- Trained teachers can teach primary and secondary level.
- More appreciation has to be given to more experienced teachers.
- Supervision helps in improvement of learning procedure.
Murphy Audrey Figueroa, Torff Bruce studied about

Title: administrators’ sense of self-efficacy in supervision of teachers of English as a second language (2012)

Objectives:
• To study the self-efficacy beliefs of administrators in supervision.
• To study the impact of factors of administrators in self-efficacy supervision.

Methodology:
• Survey method was used.

Sample:
• Total 75 administrators out of which 27 were males and 48 were females.

Findings:
• The more ESL administrators and teachers supervises, the lesser the self-efficacy the administrator reports in supervising these teachers. To raise the quantity of ESL teachers is in fact producing a rising problem in schools, representing an urgent need for higher-quality training for administrators in the methods and objectives of ESL instruction.

Obiweluoaor Nkechi 1, Umemetu Momoh2, N. O. Ogbonnaya3 studied about

Title: Supervision and inspection for effective primary education in Nigeria: strategies for improvement (2013)

Findings:
• Supervision has to be taken into consideration for effective teaching-learning process.
Passos Ana Filipe Jose studied about

Title: A comparative analysis of teacher competence and its effect on pupil performance in upper primary schools in Mozambique and other sacmeq countries (2009)

Objectives:
• To study about the student performance and teacher competence in upper primary school
• To identify the predictors of pupil performance in reading and maths
• To contribute the intellectual debate on competence, performance and relationship between pupil performance and teacher competence.

Methodology:
• In survey method closed ended questionnaire was used.

Sample:
• 3177 students of grade 6.

Findings:
• The relationship between pupil presentation and teacher competence in mathematics and reading is influenced by affective, cognitive and behavioural domain and also affected by other constructs.

Phannee Tosupom studied about

Title: A study of relationship between professional characteristics of teachers and the competencies based teacher education (2002)

Objectives:
• To study the level of professional characteristics of primary school teachers
• To study the level of competencies based of teacher education
• To study the relationship between professional characteristics and competence based teacher education

Methodology:
• The research method for collecting the data was rating scale with an open-ended segment.

Sample:
• 570 primary school teachers from Central part of Thailand were selected as a sample.

Findings:
• The professional characteristics of primary school teachers of dissimilar groups of sex, age, teaching experience and educational qualification was at middle level.
• The competencies based of teacher education of teachers were at middle level only.
• There is significant relationship between these two.

Suksiri Nothaprecha studied about

Title: A study of professional development of primary school teachers in Eastern part of Thailand (2004)

Objectives:
• To study the professional development of primary school teachers.
• To study the comparison between the mean scores of professional development of teachers with relation to area, type and size of school.

Methodology:
• Data was gathered through the scale to measure the professional development of primary teachers.
Sample:
  • 2397 primary school teachers.

Findings:
  • The findings showed that there was significant difference between the mean scores of professional development of primary school teachers with relation to area, type and size of the school.

Petrie Kirsten and Mc Gee Clive studied about

Title: Teacher professional development: who is the Learner? (2012)

Objectives:
  • To study the issues associated with the delivery and design of PD.

Methodology:
  • Survey done through interview and documents provided by PD advisors and teachers.

Sample:
  • 25 teachers and 14 advisors of schools.

Findings:
  • Concentration was paid for removing the learning differences among the teachers. Providers of professional development require understanding the outstanding complex web of contextual factors.
  • The learning needs and approaches of every teacher differ and this needs to be accounted for the delivery and design of professional development.
Rowland Keith A. studied about

Title: The relationship of principal leadership and teacher morale (2008)

Objectives:
• To study the link between principals leadership practices and morale of teachers.

Methodology:
• Survey method was used.

Sample:
• 471 middle school teachers.

Findings:
• Teacher morale were considerably correlated to the leadership practice of Enable Others to Act had a strongest positive correlation. This implies that a principal’s behaviour plays a very important role in the environment of the school.

Sharma Sailesh, Yusoff Marohaini, Sathiamoorthy Kannan, and Suria Binti Baba studied about

Title: Concerns of teachers and principals on instructional supervision in three Asian countries (2011)

Objectives:
• To study the character of supervision in school
• To study the insight of teachers regarding supervision
• To study the advantage of supervision for teachers.

Methodology:
• Survey done through open ended questionnaire and interview.
Sample:
• 100 teachers and 25 principals of secondary school.

Findings:
• Supervision is a developmental, corporate and continuous process.
• Supervision is a specialist area and principals play an important role in planning.
• Principals and heads suggest that supervision has to be carried out by different persons not only by them.
• Teachers are not benefited by instructed supervision. Follow up has to be given.

❖ Siddiqui Tahir Kaleem studied about

Title: Teacher competencies and teaching practices for school effectiveness in workers welfare model schools (2010)

Objectives:
• To study the teacher competence skills for the effectiveness of school.
• To measure teachers competence and observe classroom environment.
• To investigate elements of school efficiency.
• To recommend measures to improve school efficiency.

Methodology:
• Survey method was used.

Findings:
• Most of the teachers are aware of standard of teaching for school efficiency but they are not implementing these in their classrooms.
• The evaluation techniques are also not used properly by the teachers. Teachers believed that academic competencies and content knowledge are the two foremost features of the teachers for school effectiveness. Implication is that the teaching
style should be interactive, democratic and cooperative rather than lecture method for the overall development of school effectiveness.

- Teachers are having knowledge but they do not follow the principles for the school effectiveness.

✔ Sindhu Kaur Gurnam and Fook Yuen Chan studied about

Title: Formative supervision of Teaching and Learning: Issues and concerns for the school head (2010)

Objectives:
- To study the knowledge, understanding and practice of Malaysian primary school heads on formative supervision.

Methodology:
- Survey method which includes questionnaire and interview were used.

Sample:
- 29 primary school heads and 60 teachers.

Findings:
- School heads possess limited knowledge and understanding but they were more knowledgeable than teachers.
- They were not able to tell the difference between evaluation and supervision.

✔ Sindhuad Swetal studied about

Title: School Principals as Instructional Leaders: An Investigation of School Leadership Capacity in the Philippines (2009)

Objectives:
- To study the capability of principals instructed support.
• To study the efficiency of supervision in the improvement of performance of teachers.

• To study the efficiency of supervision who differs in gender, school level, region etc.

• To study the intensity of confidence by providing training to principals.

Methodology:
• Survey method was used.

Sample:
• 364 principals out of which 68% were females and 32% were males.

Findings:
• No differences associated with the contextual and demographic factors among principals viewpoint about the professional development, effectiveness of instructional supervision and classroom resources and their capacity to support the teachers. 75% principals accredited their capacity to the training received by them.

❖ Sirima Kitithavorn studied about


Objectives:
• To study the level of supervisory practice of secondary schools.
• To study the comparison between the level of supervisory practice and area, type and size.

Methodology:
• The rating scale is prepared to measure the supervisory practice.

Sample:
• 36 secondary schools were included in the sample.
Findings:

- There is significant difference found in the mean scores of large schools as compared to medium and small schools.
- Large schools obtained lower mean score of supervisory practice.
- There is significant difference in the rural and urban area schools.
- Problems were found in teachers and leaders regarding quality development.
- They have insufficient knowledge regarding supervisory practice.
- They did not bring the result to develop quality of teaching-learning process.

Sreechit Sangprasit studied about

Title: A study of relationship between the administrative conduct and supervisory performance of primary school in Central part of Thailand (2003)

Objectives:

- To study the relationship between the supervisory performance and administrative conduct of primary school.

Methodology:

- A rating scale was used to measure the supervisory performance and to measure the administrative conduct of primary schools.

Sample:

- 485 primary school teachers.

Findings:

- There was significant relationship found between the supervisory performance and administrative conduct in primary schools.
Sood Vishal and Arti Anand studied about

Title: Professional Commitment among B.Ed. Teacher Educators of Himachal Pradesh

Objectives:
• To study the professional commitment of B.Ed. teacher educators
• To study gender and experience wise difference in professional commitment of B.Ed. teacher educators.
• To study the difference between married and unmarried, net qualified and non-qualified B.Ed. teacher educators.

Methodology:
• Survey technique under descriptive method was used.

Sample:
• 135 teacher educators out of which 46 were male and 89 were females from 25 B.Ed. colleges.

Findings:
• Professional commitment of B.Ed. teacher educators was of moderate level.
• The mean score of female educators was high as compared to male educators; means female educators are more professional than male educators.
• Highly experienced teachers were professionally more committed.
• NET qualified and non-qualified teacher educator’s professional commitment was same.
Title: Principal supervisory strategies and secondary school discipline (2012)

Objectives:
• To study the indiscipline symptoms of students in public secondary schools
• To study the supervisory strategies used by principal to maintain discipline.
• To study the relation between sex of principals and supervisory performance.

Methodology:
• Survey method was used in which questionnaire for Principals supervisory strategies and student’s disciplinary traits were used.

Sample:
• 60 principals and 400 students from 40 Public Secondary School.

Findings:
• There is no significant difference between the gender that is male or female and junior or senior secondary principals or the supervisory strategies engaged by the principals.
• There was a significant relationship between supervisory strategies used by school principals and students discipline problems.
• Principals should try to use supervisory strategies to reduce student’s disciplinary problems.
Wong Kit-pui studied about

**Title:** School based technology coordinators and other human factors in the implementation of ICT in primary schools: A comparative study

**Objectives:**
- To study the history of implementation of ICT in primary schools

**Methodology:**
- Survey method was used, in which face-to-face interview and a questionnaire of 39 close ended and 1 open ended questions were prepared.

**Sample:**
- School heads and teachers. Response rate was 62% from the Hong Kong primary teachers and heads.

**Findings:**
- Educators and policy makers in Hong Kong need to review the role and status of their ICT coordinators.
- Teachers could benefit from the highly proficient ICT coordinators.

Ziff Norman studied about

**Title:** The role of the secondary school supervisors (1959)

**Objectives:**
- To study the increase amount of information about the role of supervisors.

**Methodology:**
• In survey method questionnaire were used.

Sample:
• 158 secondary school supervisors.

Findings:
• Supervision should clearly exclude administrative tasks. The focus should be on improvement of instruction with emphasis on classroom teaching-learning. It reflects modern cooperative approach to supervision which emphasises on ‘working with’ rather than ‘working on’ teachers.
2.5 Variables of the present study

Table No. 2.1
Variables of the study

<table>
<thead>
<tr>
<th>No.</th>
<th>Variables</th>
<th>Types</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender</td>
<td>Independent</td>
<td>Male and Females</td>
</tr>
<tr>
<td>2.</td>
<td>Type of School</td>
<td>Independent</td>
<td>Granted and Non-granted schools</td>
</tr>
<tr>
<td>3.</td>
<td>Area</td>
<td>Independent</td>
<td>Rural and Urban</td>
</tr>
<tr>
<td>4.</td>
<td>Size of School</td>
<td>Independent</td>
<td>Large, Medium and Small Number of students, more than 1000 in large, between 500 to 1000 in medium and less than 500 in small size schools</td>
</tr>
<tr>
<td>5.</td>
<td>Teaching Experience of supervisors</td>
<td>Independent</td>
<td>&lt; 10 years and ≥ 10 years</td>
</tr>
<tr>
<td>6.</td>
<td>Professional Competence</td>
<td>Dependent</td>
<td>--</td>
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</tbody>
</table>

2.5.1 Gender

Figure 2.1
Flow chart of Gender

The property or quality by which, an organisms are classified as male or female on the basis of their functions and reproductive organs.

Classification of human beings as male and females means sex. The males are physically stronger, well built, and stout. Males are capable of doing heavy and hard work. The females are delicate and, soft spoken and caring natured.
2.5.2 Type of School

Based upon the nature of the schools it can be divided in to several groups. Depending upon the nature of the child the schools can be divided as co-education schools and girl’s school. Based upon the type of course it can be divided as CBSE and GSEB schools. Further it can be divided as the granted and non-granted schools depending upon the schools source of income. In the present study the type of schools has been divided into two groups, granted schools and non-granted schools.

![Flow chart of Type of school]

**Figure 2.2**

**Flow chart of Type of school**

**Granted Schools:**
The granted schools means where the teacher is paid by the government and students has to pay just term fees of negligible amount.

**Non-granted Schools:**
The non-granted schools means the schools where the teacher is not paid by the government but the trust or the owner of the school pays the teacher by charging the fees from the students.

2.5.3 Area of School

It is difficult to define area in term of magnitude. Simply it determines the geographical position. In the present study the area being restricted to Gujarat state. Here the area of Gujarat by Surat in South, Gandhinagar in North, Rajkot in West and Ahmedabad in East. The area has two indicators like urban area and rural area.
Urban Area:
An area is characterised by vast human features and higher population density in relationship to the areas adjacent to it. Urban area may be cities and towns easily approachable and proper facilities are there. Urban areas are developed and created by the procedure of urbanization. Measuring the size of an urban area helps in analysing the spread out population density.

Rural Area:
This is an area outside of cities and towns. It is an isolated and large area of a country, with little population density.

2.5.4 Size of school
It is divided into three types that are large, medium and low size based on no. of students studying in the school.

Figure 2.3
Flow chart of Area of School

Figure 2.4
Flow chart of Size of School
2.5.5 Teaching Experience

Teaching experience means the knowledge and skills the supervisor acquire from education and with the experience in the school. Here in the present study it is divided into two types that is less than 10 years and more or equal than 10 years.

Figure 2.5
Flow chart of Teaching Experience

2.5.6 Professional Competence

The observation of professional competence articulates a set of qualification preconditions which are skills, professional knowledge and attitudes essential for a flourishing professional performance. The core competencies should be always present at the commence of teaching profession and these conditions can be formed and developed over the career development.

Following are the elements of professional competence:

- personal competence
- subject competence
- pedagogical competence

Personal competence:
It is described as creativity, team working, ability to solve the problems, critical thinking, personal responsibility to initiate changes etc. with sympathy, appreciative, understanding and moral values with patience.
Subject competence:
It is the quantity and quality of professional information required in the academic disciplines related to the subject matters of teaching.

Pedagogical/teaching competence:
It is the academic work of the teacher. Teachers and student may attain the basics of this competence particularly in their professional studies.

Following are the important competencies for supervisory work:

- **Accountability:** A supervisor should locate the priorities, set up objectives and allot the work. Supervisor should hold self and others accountability for well-timed and cost effective results. Supervisors should accept responsibility for mistakes.
- **Decision:** A supervisor should effectual, well informed and can take decisions when ever required, if information is limited or solutions produce disagreeable results.
- **Dynamic:** A supervisor should adopt the changes according to the situations/circumstances as per the changing conditions and can also open to new information.
- **Honest:** A supervisor should work in an honest, ethical and fair manner. They should show stability in actions and words.
- **Interpersonal skills:** A supervisor should treat everyone with respect. They should answer/consider the needs of different people in different situations.
- **Pliability:** A supervisor should remain positive in unfavourable conditions and can deal effectively in pressure.

Factors affecting Supervisory practice:

Supervision takes place at the school level to solve the problems of teachers, to fulfil the needs of learners for the quality improvement of education. School supervision is useful for increasing the efficacy of schools. The following are the factors which affects the supervisory performance:
Training: Supervisors should keep themselves up to date to provide guidance and counselling to the teachers for getting better performance, training is important. Training helps in developing the capacity of supervisors to fulfil the tasks occur from the changes.

Teacher’s insight: As per the teachers views supervision is a negative activity which only controls the teachers. It is not a positive practice for them. If supervisors support and assist the teachers to increase their confidence then it generates a feeling of safety.

Availability of educational resources: Resources like material, financial and human should be available for improving education. If insufficient resources are there than it will hinder the supervisory practice.

Problems of school supervision:
The problems faced in school supervision are as follows:

1. Government:
   - Lack of resources
   - Lack of facilities
   - Lack of materials
   - Lack of evaluation system
   - Lack of training
   - Poor payment of teachers
   - Inadequate staff
   - Political unsteadiness
   - Varying educational policies
   - Politics in the appointment of supervisors

2. Teachers:
   - Lack of knowledge
   - Lack of training
   - Lack of interest
   - Incompetent teachers
   - Unethical/unprofessional attitude towards work
3. Society:
   - Lack of interest
   - Poor status given to the teachers
   - Poor perception towards teaching as profession.

Following are the points related to professional competence and professional knowledge:

1. Professional competence focused competence of subject while professional knowledge relates to knowledge of subject regulation and their methods.
2. Professional competence is related to cooperative, interactive and social competence while professional knowledge is related to interpersonal strategies.
3. Professional competences are the strategies for learning scholars while professional knowledge relates to inspiration knowledge styles.
4. Professional competence is a skill related to communication while professional knowledge is learning related to communication.
5. Professional competence is related to syllabus projects while professional knowledge is related to syllabus design theory.
6. Professional competence is related to planning, organising and administrating of knowledge activities of scholars while professional knowledge is managing school and class.
7. Professional competence is related to trouble shooting in education while professional knowledge relates to trouble shooting with decision making.
8. Professional competence develops the personality of students while professional knowledge is diagnostic approach towards academic and personalities.
9. Professional competence is a efficiency for evaluation of teaching-learning grades while professional knowledge enforce towards evaluation, monitoring and testing of learning.
10. Professional competence is administrative of information technology while professional knowledge is related to learning theory based internet and ICT.
11. Professional competence is an innovative method of teaching tools while professional knowledge relates to creativity.

12. Professional competence focuses on self growth and expression while professional knowledge relates to self evaluation and supervision.

2.5.7 Supervisors

Supervision is an important part of teaching-learning process. Without a strong, effective supervision, an effective school is not likely to result. It is like a adhesive of a successful school. Supervision is an integral part and process in the operation of schools. Supervision should increase teacher’s readiness and ability to supervise themselves and their colleagues. Supervision can be seen as equivalent to teaching in that teachers wish to improve student’s attitudes, achievements and behaviour while supervisors wish to improve teacher’s attitudes, achievements and behaviour.

A supervisor should follow these rules:

- **Give plenty of feedback**: Supervisor should note the work of teachers and others. They should give definite comments about their work. These feedbacks will be helpful for the improvement.

- **Never ignore non-performers**: If supervisor identify that someone is not meeting as per the expectations of job then they have to check what’s happening. They have to recognize the problem and resolve the problem.

- **Know your people**: Supervisor should take time to offer friendly welcome at the starting of the day. This will modify the outlook of employees and they came to know that supervisor care about them. Sometimes supervisor should talk about the outer interests also.

- **Admire worker’s who do what’s expected from them**: It’s easy to praise top performers, but supervisor should not forget to praise that regularly performs their work effectively should also be appreciated for their efforts.

- **Consider the work atmosphere**: The very important part of the work is a healthy atmosphere. When employees feel good about themselves they feel also good for what they do and they will be ready to do extra efforts for you. The attitude of supervisors should be same for all.
A definition according to Sippanon Kettud is supervision through school staff, such as the headmaster, the assistant headmasters, the subject supervisors, including the capable and profession teachers, and the teachers as well as proficient teachers who are subject exponent. These personnel must supervise the teachers in school in the form of trainer. They will give guidance in the group suggestion and enhancing of knowledge. This will be done in the principle of cooperative operation for an effective accomplishment.

**Duties of School Supervisors:**
In a nutshell, the responsibilities of the supervisors could be outlined as follows. According to Guynm (1981)

- Give emphasis to the use of grouping process with students, other personnel and teachers.
- Inspiring for curriculum development and helping the teachers.
- Through in-service training teachers teaching can be improved.
- Performing administrative tasks to help instructions through in-service.

**Strategies for Improving Supervisory Skills:**

1. **Training and retraining of supervisor:** The retraining of old supervisors and training of new supervisors should be taken genuinely. For the training and retraining of supervisors knowledgeable and practicing supervisors should be made available and the special training centres should be established. The ideas of using the obsolete methods invalidate the spirit of inspection of primary education. Supervisors might be supported for the seminars, workshops and conferences to bring up to date skills and knowledge for modern techniques of supervision.

2. **Morale Boosting:** Supervisors morale can be boosted which affects their skills by motivating them with stationery, improved salary, transportation, favourable working environment, made available with work materials etc. The supervisors having lower qualification perform low in the field as compared to the supervisors having higher qualifications. Supervisors with higher qualification show more self-confidence in the place of work. Supervisors having lower qualifications are ill-equipped and unwilling
to adapt modern changes as compared to the higher qualification supervisors. They show more confidence at workplace.

3. **International and inter-state exchanges:** It is recommended that government sponsored inter-state and international exchange of supervisors could improve the skills of supervisors. Countries with related educational policies should be involved in these types of exchange programmes. The reason for this is to make sure, and to discover way of tackling similar problems and cross-fertilization of ideas.

4. **Improved Selection Criteria for Supervisors:** Supervision is a technological task which requires thorough, specific assessment. The supervisors which are burdened with the responsibilities should be cautiously selected from the available supervisors. To determine the aptness of candidate’s personality, a aptitude test should be administered.

5. **Reward for Performance:** Incentives of various kinds has a mode of boosting the morale, it also has the ability of initiating improved performance and development of significant skills. Supervisors having excellent performance should be rewarded to improve and sustain their skills.

**The tasks of school supervisor include:**

- Inspecting the school to make sure that the education programme and strategy are being effectively carried out
- Advising on modern teaching methods
- Checking on study assignments
- Investigating complaints of teachers, parents and settling disputes

**Professional capability of school supervisors at the three stages:**

The three stages for school supervisors provide scales to identify the professional growth of supervisors during their professional practice. It denotes the growing level of practice, knowledge and professional engagement.

1. Beginner supervisors have extensive experience as principals, teachers, and department heads etc. who finished a qualification as a supervisor which meets
the requirements of training and primary education. For the enhancement of schools they give timely and apt feedback and understand their management responsibilities and roles and also implement tactical plans. They generate relationship with school community. Supervisors work ethically and together with colleagues.

2. Proficient supervisors generate helpful supports for the school, teachers and principals. They are active in their profession. They can assess and plan their professional learning needs. The educational matters which affect the professional practice they advice about that and work as team members and collaboratively with the colleagues. For the improvement of professional practice these supervisors are known as skilled and efficient practitioners and they work separately. They are active and well-informed. For the betterment of educational results in schools they take initiative and take on in discussions about efficient teaching. They support and generate a helpful learning environment and support teachers.

3. Lead supervisors have comprehensive knowledge of profession about their responsibility. For the improvement of student’s success they work with colleagues to assess and plan the teaching-learning process at schools. They also put shoulder to shoulder on latest development in education. They analyze schools assessment and use it to improve the teaching-learning process. They always behave ethically. Their management and interpersonal skills are vastly developed. They can communicate efficiently. They are respected and accepted by parents and commune. They guide and begin the activities for the improvement of education. They improve their self practice and share their experience with colleagues. They put pressure on analyzing student’s assessment, teaching feedback from parents, for the improvement of student’s performance.
2.6 How present study differs from the past study

- In the present study, the researcher will be taking sample of principals, vice-principals, supervisors, coordinators, administrators from schools of Gujarat state whereas in the past researches, the researchers had taken samples of language / subject teachers to analyse competencies and skills.
- In the present study, the researcher classified the professional competence of supervisors into eight different sub heads whereas in the past researches, the researchers had not classified it into different heads.
- In the present study, researcher will be studying about the professional competence of supervisors whereas in the past researches, the researchers had studied about the professional characteristics and professional development of the school teachers.
- In the present study, researcher will be constructing and standardizing the tool (opinionaire) whereas in the past researches, the researchers had not constructed the specific tools and their standardization. They have used available tools for their research work.
- In the present study, researcher will be conducting the study on primary / secondary / higher secondary school supervisors whereas in the past researches, the researchers had done researches on primary and secondary school teachers.

From the above brief discussion and comparison between the present research v/s past researches, one comes to know how the present study differs from the past researches in many angles and many point of views.

By all above information, we can see that there isn’t any study which is related to present study. The present study differs in the research method, tool, sampling technique, and statistical method from reviewed studies. All the studies reviewed by the researcher, highlight not only part of professional competence but also included most of the competencies required for supervision for school supervisors.
2.7 Conclusion

The review of related literature is a crucial part of any research activity. By review literature investigator knows about the different studies, objectives, sample selection, method, statistics and the findings which adds a lot to the researcher’s knowledge. It is a description of the literature relevant to a particular field. It provides a background for the new research project and helps the investigator to be aware of the problem and its status. The main sources of the related literature are primary and secondary sources.

In this study, the investigator has used both the primary and secondary sources for the review of the related literature.

In the next chapter, the investigator will discuss about the planning and procedure.