CHAPTER III

REVIEW OF RELATED LITERATURE AND STUDIES

- Studies on Personal Factors Leading to Nonutilisation of Teacher Competency
- Studies on Institutional Factors Leading to Nonutilisation of Teacher Competency
- Studies on Psychological Factors Leading to Nonutilisation of Teacher Competency
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CHAPTER III

Review of Related Literature and Studies

Review of related literature is essential and it plays a significant role in any type of research work. It is an important step, not only in identifying a problem but also in the formulation of hypotheses, in the selection of methods and tools to be employed. Explaining the importance of related literature, Best (1983) says, "practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man built upon the accumulated and recorded knowledge of the past". The review of related literature allows the researcher to acquaint himself with current knowledge in the field in which he is going to do his research. It is needed to demonstrate the relationship between the completed research and the topic under investigation. It promotes greater understanding of the problem and its crucial aspects and ensures avoidance of unnecessary duplication.

Therefore for any worthwhile research in any field, the research worker needs an adequate familiarity with the literature available in that field of study. The success of a research worker's effort will depend on a large measure on the extent to which he/she capitalises on the advances, both empirical and theoretical, made by previous researchers. In the field of education too, the research worker needs to enquire up-to-date information about what has been taught and done in a particular area from which he intends to take up a problem of research. The availability and utilisation of adequate sources of related information enables the
investigator to put into practice his work successfully. Thus the review of related literature is an essential aspect of any research report. Therefore, an attempt has been made here to review the literature and studies which are related to the topic under study.

The studies reviewed were classified into the following subheadings:

3.1 Studies on personal factors leading to nonutilisation of teacher competency.

3.2 Studies on institutional factors leading to nonutilisation of teacher competency

3.3 Studies on psychological factors leading to nonutilisation of teacher competency and

3.4 Studies on sociological factors leading to nonutilisation of teacher competency.

3.1 Studies on Personal Factors Leading to Nonutilisation of Teacher Competency

For many years, educators and researchers have debated which school variables influenced student achievement. Despite conventional wisdom that school input makes little difference in student learning, a growing body of research suggests that schools can make a difference, and a substantial portion of that difference is attributable to teacher competency.

Some evidence suggests that the efficiency of teachers largely depends upon the amount and type of training they have received. Students achieve at higher levels when they are taught by better qualified teachers and those with certification in their teaching.
Shim (1965) found that regularly certified teachers rank higher in effectiveness than teachers with less formal training. Moreover, the students taught by the certified teachers scored higher on tests of academic achievement.

Perkes (1968) found that teachers with greater training in science teaching were more likely to use laboratory techniques and discussions and to emphasise conceptual applications of ideas, while those with less education training placed more emphasis on memorisation.

Flanders (1970) indicated that teacher education is a discipline as well as an area of study involved in the training of qualitative teachers who are efficient, effective, professionally and academically qualified to promote learning. Continuity of teachers' learning may also be a matter of efficacy. In his work, Hanushek (1971) demonstrated that the recency of voluntary educational experience was related to teacher performance.

Chandra (1976) made a comparison of effective and ineffective teachers on some emotive aspects of work and found that the effective teachers were motivated by increased opportunities for more social work, more of intellectual challenges and more of independence. Balanchandran (1981) suggests that the evaluative feedback based on students' rating helped teachers significantly improve their teaching effectiveness irrespective of sex or subject of teachers.

In a review of 65 studies of science teachers' characteristics and behaviours, Druva and Anderson (1983) found students' science achievement was positively related to the teachers' course taking background in both education and in science. This result is similar to that found by Hawk, Coble, and Swanson (1985).
Subject matter knowledge is another variable that one might think could be related to teacher effectiveness. Byrne (1983) summarised the result of thirty studies relating to teachers' subject matter knowledge to student achievement. The results show that out of these only 17 studies show positive relationship.

The kind and quality of in-service professional development as well as pre-service education helps in the development of teacher efficacy. If prior professional development has been a dissatisfying experience, teachers may have little confidence in its impact and on its relevance to their classroom practice.

Cornett (1984) reported that the teachers who participated in pre-service teacher preparation programme were more likely to be more effective than teachers who had little or no formal training. Murname (1985) suggests, it is not only the knowledge acquired with ongoing professional development but also the teachers' enthusiasm for learning that relates to increased student achievement.

Other studies have found that students achieve at higher level and are less likely to dropout when they are taught by teachers with certification in their teaching field, by those with masters' degrees, and by those enrolled in graduate studies. (Knoblock, 1986; Sanders, Hardin, and Phelps, 1994; Council for School Performance, 1997).

The professional development of teachers is crucial to effecting improvements in schools. Since public education today is influx, expectations placed on teachers have begun to change as "old" teaching strategies fail to produce improved student learning. So search for futuristic curriculum framework in teacher
education has been stressed by several researchers like Ransom, Taylor, and Brighthouse (1986), Rajput (1996), Nair (1998) and Pal and Sharma (2000).

Studies of the effects of teacher experience on student learning have found a relationship between teachers' effectiveness and their years of experience. The benefits of experience level off after about five years.

Many studies have established that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers and continual learning and collaboration continue to improve the performance (Rosenholtz, 1986). Some studies also show that very well prepared beginning teachers can be highly effective (Denton and Peters, 1988).

Research findings would provide knowledge about learners and learning to be applied to the careful design of learning by the teacher. The challenge, as Schulman (1987) suggests, is that effective teaching requires our subject knowledge to be translated into teaching programmes that meet the learning needs of our pupils. We know from our knowledge about learning that subject-expertise is not enough in itself. Teachers also have to be skilled in designing learning experiences, activities and opportunities for the pupils.

Ashton and Croker (1987) found significant positive relationship between education course work and teacher performance.

Teachers may feel torn between their classroom responsibilities and their desire for professional development. They need to realise that professional development and classroom teaching are equally vital responsibilities in education. Some studies point out that the perceptions and practices of teachers with differing
amounts and kinds of preparation show differences. Studies of teachers admitted with less than full preparation or with no preparation have found that they tend to have greater difficulties in planning curriculum, teaching, managing the classroom and diagnosing students’ learning needs (Grossman, 1989; Lenk, 1989; Bents and Bents, 1990; Gomez and Grobe, 1990; Feiman and Parker, 1990; Rotternberg and Berliner, 1990; M.P. Grady, Collins, and E.L. Grady, 1991; Texas Education Agency, 1993).

Ferguson (1991) also found that of the teacher qualifications variables, the strongest relationship was found for scores on the state licensing examination, a test that measures both basic skills and teaching knowledge.

In the existing system of education, supervisory staff are not in a position to check schools, because they do not have powers to take any action against defaulters. So P.C. Sharma (1992) has rightly mentioned that supervision is the most suitable measure for critical and creative evaluation and is most appropriate technique of improving the performance of teachers. He reported that without strict supervision along the well-defined measures, teachers’ performance couldn’t be improved.

Asayesh (1993) made a study on staff development for improving student outcomes. His study revealed that effective staff development programmes that have resulted in improved student outcomes, agreeing that staff development is an important ingredient in the elusive formula of success.

Raudenbush (1993) conducted a research on the improvements in teacher competence. He recommended two options for improving teacher competence, in-service training and regular classroom supervision. Results show that improvement resulting from intensity of supervision.
Studies in different subject matter fields that compare teachers with and without preparation have typically found higher ratings and greater student learning gains for teachers who have more formal preparation for teaching. Monk (1994) agrees that teacher education course work had a positive effect on student learning.

Ogden (1994) conducted a survey on pre-service and in-service teachers about their views on the characteristics of an effective teacher. The results suggested that teachers' personality characteristics were related to their effectiveness.

Teachers can utilise techniques that foster and benefit the motivational orientations of self-efficacy and task value which were proven to correlate positively with teacher competency.

Several recent studies have found that higher levels of student achievement are associated with teachers' opportunities to participate in sustained professional development (Wiley and Yoon, 1995; Brown, Smith, and Stein, 1995; Cohen and Hill, 1997).

Gorden and Partington (1996) regard staff development as an essential rather than a desirable objective, an obligation rather than an option – both a professional expectation and duty and responsibility that institutions have for their staff.

Sharma and Sharma (1996) reported that the supervision arrangement of the secondary school is not adequate. The inspectors get little time for supervision. They should try to solve the difficulties of the teachers in classroom situation and elsewhere.
Sudha and Shivakumaraswamy (1996) indicated that the teachers working in open climate were found to be more competent. The analysis has also revealed that the female teachers were found to be better than the male teachers in certain dimensions of competency, namely in communicative and interactive. Open climate appears to be most congenial for development of competency in all its dimensions than the other climates.

Babu and Shelvaraj (1997) conducted a study on teacher effectiveness and involvement in teaching of commerce at higher secondary level. The study revealed that sex and locality of the commerce teachers have no effect upon the teacher effectiveness and the commerce teachers with research degree have been found with greater effectiveness.

As the 21st century becomes a reality, the challenge for new approaches for revitalising curriculum and instructional delivery becomes more vital.

Darling (1997) found that professional development plays an important role in student achievement. A number of studies suggest that the typical problems of beginning teachers are lessened for those who have had adequate preparation prior to entry (Adams, Hutchinson, and Martray, 1980; Glassberg, 1980; Taylor and Dale, 1971).

MacGilchrist, Myers, and Reed (1997) are of the opinion that an intelligent school is able to effect the needed changes in the educational system. They have identified three essential core characteristics of an effective school. They are:

(i) Professional high quality leadership and management

(ii) A concentration on teaching and (pupil) learning
(iii) A learning organisation, i.e., a school with staff who are willing to be learners and to participate in a staff development programme.

A more recent study by Fuller (1999) found students in districts with greater proportions of licensed teachers were significantly more likely to pass the Texas state achievement tests.

Panda, and Yadav (1997) studied the effect of mental health, age, sex and management of school on job satisfaction. The study revealed that mentally healthy secondary school teachers are significantly more satisfied and the variables like age, management of the school etc. have no effect on job satisfaction.

In order to improve the performance and competence in functions of teaching effectively, every teacher has to either develop innovative practices himself or utilise those developed by others (Panda and Yadav, 1997). But most of the teachers may not be interested in systematic change. The teachers preferred to make changes that did not require consensus and that did not interfere with the school routine.

Cook (1998) assessed the interdependence of the teaching self-efficacy of university faculty members and the characteristics and operations of the institution they serve. The study revealed that (a) an inverse relationship is demonstrated between faculty rank and teaching self-efficacy; as faculty rank went up, teaching self-efficacy went down (b) if faculty perception of institutional structures that promote efficacious teaching include setting high academic standards and the endorsement and support of high teaching standards by the university.
Doherty (1998) analysed the perceptions of teachers regarding the effectiveness of the professional development opportunities which are currently being provided to teachers in the school-to-career programmes in Boston. He found that although teachers offer a generally positive assessment of their professional development opportunities, they also raise several concerns, express a variety of needs and identify a number of obstacles regarding school to career and professional development.

According to Edwards and Kelly (1998), the training of teachers (both initial and in-service) must again become the education of teachers, and must regain its former focus on the development of an understanding of young people; a recognition of the importance of carrying them and the recognition of appropriate powers of professional judgement.

A comparison of two groups of first year teachers working in an urban school was made by Groves (1998). One group, certified teachers and the other with degrees unrelated to teaching and were undergoing an alternative certification process. At the beginning, there were no significant differences between the two groups of teachers and their sense of efficacy did not significantly change. The results suggested that the sense of efficacy was consistent throughout the school year for the certified teachers, but the sense of efficacy for the alternative certification group varied, which was attributed to the groups’ inexperience and limited exposure to the classroom environment prior to their teaching assignment.

O’Connor (1998) investigated whether teachers’ experience, control ideology and sense of efficacy are related to the cohesion, communication and
flexibility dimensions. Results showed that experienced teachers' classrooms were significantly more flexible than novice teachers' classrooms.

P. Singh (1998) found that quite a few teachers are passionately committed to teaching, while majority of them are merely technicians who view teaching as an easy way to make living by influencing lectures on a captive audience. She offers a few signposts which can be useful for most of the teachers to become passionately committed. They are:

1. Developing self-esteem – The teachers with higher self esteem are more flexible in their thinking, more willing to learn and more effective.

2. Being interesting and interested.

3. Most of the teachers who inspire their students have the knack of making education entertaining and entertainment education.

V. Nair's (1998) study on the components of success in teaching profession and the relative importance given there to by college teachers reflected that most of the classroom problems can be solved if the teacher is a scholar. The loyalty of the teacher to their institutions and participation in trade union activities are least important components. The study shows the need for advising new strategies in providing orientation and refresher courses to teachers.

Armstrong (1999) analysed the teachers' perceptions of the Professional Education Personality Evaluation Programme of Alabama and found that teachers want to be evaluated, but in a non-threatening manner. Furthermore, the assigning of scores causes stress.
The purpose of Bower’s (1999) study was to determine if the peer observation and feedback by teachers is a viable means of promoting professional development. The results indicated that the participants perceive the observation and feedback process as a meaningful professional development activity. The benefits include useful feedback, insight into teaching practices, decreased isolation, increased discussions and reflections about teaching and collegial relationship.

Flecknoe and Saeideh (1999) argued in their report that most effective way to raise academic achievement is for teachers to become inquiring professionals with action research and reflective thinking skills. They found that teacher effectiveness must be improved in order to help children achieve more. Teachers are distracted by pressures put on them by other stakeholders with different priorities. They also found that individual initiatives to raise student’s achievement tend to restore or maintain effectiveness.

Goldhaber and Brewer (1999) found that in states with licensing examinations, newly trained teachers have a strong positive influence on student achievement.

Quilter (1999) made a study focussing the relationship between teacher’s knowledge about educational assessment and their attitudes towards various forms of assessment. The results from the study indicate that teachers who have had negative experiences with assessment in their personal pasts tend to be negative about the uses of assessment information in their own classroom practice. Additionally, secondary teachers tend to know more about educational assessment than their elementary counterparts.
Riley (1999) reported some important aspects of the quality of teacher in every classroom. In one of his speeches, he highlighted the new ways to improve teacher quality. He explained that an outdated teacher training and support system cannot be allowed to frustrate the hopes and dreams of too many teachers. He discusses the ways to recruit teachers that will interest the next generation of teachers. He also emphasises the importance of incentives to keep the good teachers already in the system and offer them the opportunity to keep on learning. Rodgers (1999) from his study reported that collaborative professional development is a powerful way of accomplishing education reform.

Witcher and Onwuegbuzie (2000) determined the pre-service teachers’ perceptions about the characteristics of effective teachers. They found several characteristics that many of the pre-service teachers considered to reflect effective teaching. The major themes emerged from these characteristics: student-centeredness, enthusiasm for teaching, ethicalness, classroom and behaviour management, teaching methodology, and knowledge of subject.

A recent study in Kerala context by Bindu (2000) emphasised the need for revising the existing B.Ed. curriculum for updating it by including new and relevant areas to specialisation like environment education and information technology. The study found that majority (70.67%) of the teacher educators under study consider the B.Ed curriculum of Kerala as ‘not adequate for training teachers for higher secondary schools’. This study highlighted the need for introducing a state level entrance test for determining the eligibility of the candidate for the B.Ed course. The necessity of including items that test the Aptitude, Intelligence and Moral Fibre
(inner qualities like love and affection, sincerity and dedication to the profession) is also emphasised in this study. It is envisaged that this step of using the eligibility tests for selecting B.Ed candidates would produce positive results by reflecting a higher ‘quality’ in school education.

3.2 Studies on Institutional Factors Leading to Nonutilisation of Teacher Competency

All the factors under various dimensions are undoubtedly important but the factors of institutional dimension are the most important ones attributed to the quality of secondary education. Unsatisfactory conditions of building, unattractive school environment, insufficiency of instructional materials, teachers’ workload, etc., are major factors responsible for nonutilisation of teacher competency.

We are focussed to realise the impact that the current negative climate coupled with tight and dwindling funding, have had on our public educational system. Due to the resource crunch, school authorities are not in a position to maintain good buildings with adequate number of classrooms and laboratory equipments.

Muddu (1978) reported that most of the biology teachers were teaching other subjects besides biological sciences. A majority of the teachers state that they did not have adequate classroom facilities. They did not have separate periods for practical in biology. Most of the teachers were overburdened with workload. In most of the schools, teachers were experiencing inadequate laboratory facilities. Several teachers were of the opinion that the present textbooks were not effective for transmitting scientific knowledge. Shah (1981) found that school climate is related to teacher performance.
Jayasree (1986) reported that lack of adequate facilities, unsuitability of syllabus, lack of reference books, heavy workload and lack of parental co-operation are the main reasons for the difficulties encountered by teachers. Marykutty (1987) observed that heavy syllabus, low standard of pupil, inadequate facilities and inadequacy of teaching aids were the major hindrances of teacher competency.

National Education Association's Study (1988) found that the main hindrances of teacher effectiveness are they do not feel that they have the resources they need to carry out their jobs, communication between them and their principals is less frequent than desired and the belief that administrators do not provide enough support.

It is generally observed that an overburdened and dejected teacher finds it difficult to give his best to the profession which is likely to affect adversely the pupil's learning achievements. Atreya (1989) concluded that teaching effectiveness is significantly correlated with values and job satisfaction.

Conley, Bacharach, and Bauer (1989) indicate that the major dissatisfiers for elementary teachers were role ambiguity, student behaviour problems, routinisation of work and large classes. For secondary teachers, role ambiguity and negative supervisory behaviour are problems. Bureaucratisation of teaching encourages routinisation of work-a dissatisfier of teaching.

Popkewitz and Lind (1989) reported that teachers are facing increasingly crowded classrooms where they confront multiple levels of achievement, limitations of available materials, pressures of maintenance and control. This implies
the erosion of worker autonomy, the breakdown of the relationship between employer and employee etc.

Ozaga and Lawn (1988) observed that the intensification of the workload has been associated with an increasing proletarianisation of the teaching profession. Wirth (1989) states that the sense of efficacy is rooted in working relations and institutional structures.

Several educational experts and researchers have stressed the need for innovations in education (Ruhela, 1990; Ryon, 1995; Resmi, 1998; Rajput, 1994; 1999). The innovation process is vital to the upgradation of educational standards and complete utilisation of the facilities available and competencies of teachers.

According to Fullan (1991), “Educational change depends upon what teachers do and think. It is as simple and as complex as that.” He describes the change process as consisting of four levels of individual acceptance: active initiation and participation, pressure and support, changes in behaviour and beliefs and ownership. Reform efforts that do not focus on teacher acceptance may fail.

The success of introducing innovations in curriculum depends upon the realisation of the dream that “the community has made available for all its children that which is the best so that the children in turn, will make their community still better after getting the best from it.” (Purushothaman, 1992).

Lavely (1992) conducted a survey on actual incidence of incompetent teachers. The survey revealed that approximately 10% of public school teachers are incompetent.
Hoy and Woolfolk (1993) made a survey on teachers' sense of efficacy and the organisational health of schools. The survey revealed that a healthy school climate was conducive to the development of teachers' beliefs that they could influence student learning.

Chaube and Chaube (1993) reported that the number of students in a class is so high that the students and teachers are unable to establish contact with each other. The teachers cannot understand the difficulties of individual students and leads to ineffective classrooms.

Monsteller's (1995) research evidences suggest that factors like class size, teacher qualifications, school size and other school variables may play an important role in what students learn. A growing body of research suggests that school inputs make a little difference in student learning, and substantial portion of that difference is attributable to teachers (Sanders and Rivers, 1996). The school, according to Gordon (1998), is a learning community and an integrated organisational strategy can have the desired effects.

Hetzel (1998) attempted to identify the influential factors that drive parents out of the traditional school setting and attractive features that pull parents into the home school setting. He found that the strongest factors that pushed parents out of the traditional school setting were “negative peer influence, large class size, poor moral climate and children are not learning enough.”

Stowers (1998) compared the student achievement at a high school on an alternate day block schedule with student achievement at a high school on a traditional schedule. The study showed that there were statistically significant
differences in student achievement among students at alternate day block schedule and students at a school on a traditional schedule. A descriptive ex post facto study was conducted by Sugiyama (1998) and found that some school-based decisions have greatest impact on student achievement. Shared decision making was the process most frequently used to make decisions. The congruence of teachers and principal roles about decisions perceived to lead to higher levels of student achievement.

From the study of Bedell (1999), it is found that the class size reduction improves student learning and teacher morale from the teacher’s perspectives.

Bhuwanee (1999) from his study on some state secondary schools in Mauritius found that the educational processes in individual schools contribute significantly to student achievement and the school level factors come together within the school to form a social system that conditions learning that taking place there.

Holloman (1999) examined the personal and school related variables associated with first year teacher burnout. He found that school type, class size, lack of mentor relationship, instructional responsibilities etc. leads to burnout.

Hall (1999) analysed the impact of teacher absenteeism on students, as measured by daily school data, survey results, and interview information. Data were collected on several measures of student attendance, student discipline, and student productivity. The result showed that teacher absenteeism, increased discipline problem and reduced student productivity.

The project of improving the teaching-learning environment of schools, undertaken by Ramakrishnan (1999) has confirmed the findings of the other
studies that local level intervention adapted to the requirements of the situation at hand are capable of bringing about substantial improvements in due performance of schools. The study has also drawn attention to the increasing rates of dropouts at the secondary stage of school education, more among boys than among girls.

Sooryamurthy (1999) made an empirical study of 23 schools in a selected region of Kerala and offered some insights into the linkage between infrastructure and performance. His findings were:

1. The availability of adequate basic facilities serves as a facilitating condition for the performance and academic standards of schools.

2. The poor economic and educational backgrounds of the students influence the school system.

3. The steady decline of the schools in the chosen area, without any segregation of government and private run schools, too explain the integration of infrastructure and performance.

3.3 Studies on Psychological Factors Leading to Nonutilisation of Teacher Competency

Research on teachers’ personality traits and behaviour has produced a few consistent findings showing recurring positive relationship between student learning and teachers’ flexibility, creativity, clarity, enthusiasm, task-oriented behaviour, variability of lesson approach and so on.

Realising the tremendous responsibility of the teacher to the students, Ginnot (1972) has rightly remarked as follows:
“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or human, hurt or heal.”

Research on teacher competency has established the fact that teachers’ attitude and their performance are positively related. Positive attitude towards teaching has been recognised as an important characteristic of a competent teacher. The attitude of teachers is related to certain variables such as training, interest and level of education. (Mishra, 1977; Nayar, 1977; Dutt, 1979; and Sarangi, 1990). Other personality characteristics like intelligence, attitude towards teaching and education, aptitude for teaching, previous academic record and creativity are also related to teacher competency. (Chayya, 1974; Vyas, 1982; Mahapatra, 1983; and Jackson, 1993). Other studies related to this area are given below.

Gupta (1978) found that in the opinion of majority of teachers and guardians the professional status of the secondary school teaching profession was very low and they did not want to make their wards secondary school teachers. More than sixty percent of the teachers were not satisfied with their present salary and income from other sources.

It is believed that there is relationship between school organisational health, teacher commitment and student achievement. Patel (1979) reported that the components of innovative-proneness among the secondary school teachers were individualisation, curriculum organisation, teaching resources, staff development,
school-community relationship, administrative support, staff norms, attitude to innovations etc. Fineley (1980) found that teaching styles and pupil's performance are closely related.

Mann (1980) conducted a study on some correlates of success in teaching and found that the competent successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life, practically independent, polished, experienced and analytical. The relationship between attitude of teachers towards the teaching profession, classroom teaching, child centred practices, educational process and success in teaching was significant. The successful teachers had healthier attitude towards the teaching profession.

Mutha (1980) attempted to identify the factors – attitudinal, motivational and personality which differentiated the effective teachers. He found that sex, professional training, nature of schooling and income level were significantly associated with the teacher's effectiveness. The effective teachers had significantly higher scores on teaching aptitude, intelligence, anxiety and job satisfaction. Such teachers adjust their teaching to fit the needs of different students and the demands of different instructional goals, topics and methods.

Satpathi (1980) found that the teachers who perceived less disengagement, less aloofness and less hindrance in organisational climate were found to be more competent. Selvin (1980) found negative relationship between controlled climate and teachers' effectiveness.
Morant (1981) identified four types of teacher personal needs. They are induction (the needs of the new teacher or the experienced teacher in a new post), extension (the attainment of further academic qualification or job specific study), refreshment (avoidance of staleness in the teaching of a subject or when returning to teaching after a career gap) and conversion (needed when teaching a new subject).

Derber (1982) reported that the devaluation of teachers' work is part of a larger process in which more and more professional work is incorporated into bureaucratic organisations.

Studies of changing school environment have indicated that a growing number of teachers have lost their interests and enthusiasm for the profession. Cunningham (1983) and Faber (1984) revealed from their studies that burnout teachers are still able to function as teachers, but they have largely lost their commitment and enthusiasm for their work and this inevitably shows in aspects of their job performance.

The maintenance of high staff satisfaction and morale has long been an important objective for educators. Do school personnel have high morale and are they satisfied in their work setting? Newspaper headlines that emphasise teacher strikes, teacher burnout and stress and assaults on school employees suggest that many teachers are not satisfied and are not utilising their efficiency completely. A number of studies agree with this. Goodland (1984) found that personal frustration and dissatisfaction were the major reasons for teachers leaving their job and nonutilisation of their competency.
Armes (1985) found that a prolonged experience of stress could precipitate both mental and physical ill health. Teacher stress is also a problem in schools because of its effect on job performance. This can include teacher absence, a lowered level of job satisfaction and commitment and even an impaired quality of classroom teaching.

Raclin (1986) observed that routine work and approaches to instruction would result in dissatisfaction. When routinization does occur, i.e., when there is a preponderance of rules defining and enforcing what is to be done, professionals tend to react negatively. Negative reactions may include disappointment with professional development, the inability to meet professional standards and dissatisfaction with the colleagues and supervisors.

Venkatiah and Naidu (1986) reported certain related variables of the success of teaching. They found that a dissatisfied and ineffective teacher definitely spoils healthy school climate and create problems and he would not be able to render his service to the pupil. The unhealthy school climate is a sure indication of job dissatisfaction, absenteeism, no creativity, frustration among staff members and ineffective learning of students.

Haberman (1987) has reported that there are seven factors which help to success on a job. They are commitment, persistence, attitude towards authority, need for approval, temperament and adjustment, motivation to improve skills and ability to function autonomously.

Webb and Ashton (1987) made a survey on teacher efficacy and found that seven ecological threats influence teacher competency. They are:
(i) Excessive role demands.
(ii) Inadequate salaries and low status.
(iii) Lack of recognition and professional isolation.
(iv) Uncertainty.
(v) A sense of powerlessness.
(vi) Alienation.
(vii) The decline in teacher morale.

Aggarwal (1988) reported from the study of a sample of female teachers of primary schools and concluded that more effective teachers had problems of adjustment due to social factors while with less effective teachers emotional problems were dominant.

More (1988) examined the relationship between teaching effectiveness, teaching aptitude and personality traits. On the basis of research findings it was revealed that intelligence was the most important aspect of personality which influences teaching. He also found that teaching effectiveness and teaching ability have positive correlation and the total personality of the teacher is found to be influencing effective teaching.

T. Singh (1988) attempted to establish a relationship between teaching efficiency and job satisfaction and found a positive relationship.

The problems of students and teachers in vocational higher secondary schools were studied by a few researchers like George (1989), and Kureerthadom (1990) found that the problems lead to ineffective teaching.
It is rightly said that the competency of a teacher depends upon the type and amount of workload and the conditions under which they perform their various roles.

Gibson (1990) observed that our teachers have shown negative and permissive feeling about the system of which they are an integral part. They show lack of interest in their jobs and are not satisfied with the school arrangements. This leads to nonutilisation of teacher competency. He emphasised that if an employee is bored, disinterested, frustrated, or in other ways unhappy about his or her job, the supervisor's responsibility is to show positive attitude in daily activities. How can a teacher teach effectively under these circumstances?

Kulkreti (1990) found that successful teachers, as compared to unsuccessful ones, have favourable attitude towards children, interest in teaching profession, feeling of social service, honesty, morality, punctuality and obedience. He also reported that urban teachers were more effective in teaching than the rural teachers.

Researchers suggest that teachers in India are poorly motivated and with high absenteeism. Lockheed and Verspoor (1991) reported that poor working conditions, low perceived status and limited opportunities for career advancement and promotion lead to low motivation. Improving the incentives for good performance including regular attendance is an important challenge in India. Even highly skilled teachers are ineffective if they are not regularly present at school.
R.S. Singh (1991) studied the impact of attitude towards teaching on teacher effectiveness and found that in the rural set-up only those people join the teaching profession who have positive attitude towards it.

Generally a competent teacher must be able to present his lessons by using appropriate instructional communication principles and practices, to be honest, dependable, co-operative and have a good knowledge of his subject matter, good health, leadership qualities as well as scholarship to inspire his talents to develop the scientific and technological skills and literacy (Ukeje, 1991).

A document of the Alberta Teachers’ Association (1993) points out that the growing feeling among teachers is that their professionalism and expertise are being eroded. The teachers also contend that students are becoming less critical and less interested in the learning process at the same time developing a more confrontational attitude towards the school system which is expressed in aggressiveness to teachers and classmates and in self-defeating resistance. All these hinder teacher competency

Bose (1993) found that the intelligence, teaching aptitude and anxiety have a positive correlation with teacher effectiveness.

Our educational system works more like a banking system where the students are the depositories while the teachers are the depositors (Sharma, 1994). Instead of being a forceful tool for the cultivation of social and moral values, education is doing very little in value inculcation.

Sheshadri (1994) found that the common problems in relation to schools are those pertaining to enrolment, participation and learning achievement of
children, low status of the school, inadequacy of professional training, etc. He also reported that teachers need more training and continuing education support to enhance their quality and competence.

Subhramanyam (1994) reported that the academic standards can be improved by improving the efficiency of teachers, providing minimum required infrastructure, insulating the college from politicisation and conducting examinations without malpractice. A high quality and well-motivated teaching staff and supportive professional culture are essential in building excellence (World Bank, 1994). Now-a-days majority of the teachers lack dedication and do not work with missionary zeal.

Dubhashi (1995) reviewed the standard of teaching and found that the general deterioration in the sphere of higher education is so steep that few teachers today are interested in their subjects or their students.

Jangira, Singh and Yadav. (1995) found that teachers perceive many problems in their teaching environment. The major problems were multi-grade teaching, heavy curriculum, high student absenteeism, apathy among parents towards education, lack of teaching aids, and for female teachers’ harassment from male head teachers.

Lopez (1995) conducted research on the effect of relationship between classroom student diversity and teacher capacity on student performance. He found that teacher classroom experience is the most important source of teacher capacity. 6 to 7 years of classroom experience is needed to fully develop the skills and knowledge of a teacher and teachers peak in their classroom effectiveness after 18-19 years of teaching.
Shepro (1995) suggested that teachers should have the authority to teach as they think best in their own classrooms and be held accountable for academic results.

Aggarwal (1996) conducted a study on the attitude of Training College teachers to the immediate problems concerning them in the profession. He found that the age factor and professional qualification have no effect on their attitude towards profession.

Persons joining teaching profession after having been rejected from other professions or jobs of their preference are doing more harm to education than good. R.P. Singh (1997) found that the willingness to join teaching profession depends upon a number of factors, which can be grouped in two broad categories. First, pecuniary factors such as the pay scale, promotional avenues leading to better pay scale and job opportunity. Second, non-pecuniary factors such as job requirements, the social status attached to it and the social milieu in which the job is to be performed. Under the existing arrangement, the teacher education institutions of secondary level do not consider the subject requirement at the entry level. All these imbalances can be removed by careful manpower planning.

Cimino (1997) identified the perceived pressures and problems reported by first year intern teachers enrolled in the Intern Teaching Program of Temple University. Interns reported high in frequency the perceived pressure of planning, time clerical work, finances, marking papers, controlling classes and teaching new material. The pressure of time and finances were ranked highest in
intensity. These were followed by pressure of planning and controlling classes. Ranked at a third level were the pressure of clerical work and non-teaching duties.

Hati (1997) made a survey on secondary school teachers about the attitude towards the profession of teachers. He found that all our efforts to produce effective teachers are in vain if we do not take note of the attitude of teachers towards teaching profession. He says, the attitude is directly associated with some eternal values. He has experienced the following ideas of negative attitude after direct contact with teachers.

(a) There is no rapid promotion in teaching profession.
(b) Many people are living a better life by doing bad deeds.
(c) If no other job is available then teaching may be preferred.
(d) There is no reward for good deed and one has to suffer a lot if he follows a noble path.

If the above ideas persist in the mind of the teacher, it is impossible to love teaching as well as students. This leads to nonutilisation of teacher competency.

Balasundaram (1997) stated that teachers have to contribute a lot to the improvement in the quality of education. As such teacher accountability has assumed new significance. The teacher cannot escape from the accountability they owe to society in the discharge of their duties as transmitters and communicators of knowledge.

Gaskell and Hepburn (1997) observed that the present day schools are not preparing students appropriately for the changing technological requirements and increased worker responsibilities that are the product of industrial restructuring. They
found that curriculum at the school stage is not directly relevant to the social and individual needs. The syllabus and method of teaching do not encourage creativity among young children.

Watts (1997) assessed the relationships between school organisational health, teacher commitment, and student achievement. The result provided confirmation to the existing literature which suggests the importance of a school climate on student achievement.

Wu (1997) designed a study to investigate the relationships among demandingness, resistance, assumed responsibility and teachers' sense of efficacy. No significant relationship was found among personal characteristics and teachers' sense of efficacy.

Bray (1998) indicated that teachers' interaction with their colleagues mirrored the constructivist goals they established for their students. The teachers took the "lead in learning" as they formed a learning community similar to that which they expected of their students. He found the metaphors of teacher as inquirer, listener, coach, net worker and colleague to capture the essence of the teachers' role with their colleagues.

Burke (1998) plumbed the human depths of classroom life and educational practice from the students' perspective and uncovered what makes some teachers "inspirational". The results showed that inspirational teachers were thought to be caring, positive about life and dedicated to their students.
Caine (1998) examined the perceived influence of the principal on the professional growth of teachers from the perspectives of selected teachers and principals. His findings were:

1. The principals have an influence on the professional development of the staff.

2. Teachers need to be involved in the decision-making process. Meaningful professional development occurred in schools in which teachers were actively involved in the planning.

3. Continuous professional development is achieved when teachers engage in frequent talk about teaching.

Davey (1998) investigated the difference in the level of job satisfaction among teachers who are assigned to site-based managed schools and those assigned to non-site-based managed schools in two districts in Mississippi. He found that the teachers of site-based schools show difference in the variables creativity and achievement.

Duffy (1998) analysed and reported some teacher characteristics. According to them, the best teacher succeeds in developing student creativity while maintaining orderly classrooms, being taskmasters liked by their students, balancing expectations and frustrations and helping students develop skills in real-life learning situations. Resolving such teaching dilemmas is like balancing round stones.

Giovannelli (1998) made an investigation to determine if reflective disposition towards teaching explained variability in the effective teaching. He found that reflective disposition is related to effective teaching especially in the domains of
instructional behaviour, classroom organisation and teacher expectations. These findings may have implications for future recruitment and admission policies.

Pulparambil (1998) conducted a study on the problems of affiliated colleges. This study was designed and carried out involving a samples of 20 people including principals, vice principals and heads of departments. A questionnaire consisting of 10 statements regarding their work details, constraints, causes of constraints, problems faced by students and job satisfaction in work which may reduce efficiency and effectiveness in their organisation. They gave weightage to each point.

Delay in official decisions comes first followed by lack of experts to consult in the second and lack of punctuality on staff in the third position. The least important factor appears to be lack of transportation facilities (since everybody may be having one's own vehicle and the job being non-transferable) followed by lack of experience and lack of knowledge about work in the eight and ninth position.

Mahon (1998) discussed the reason why so many teachers teach badly. He suggests that good teachers are primarily translators who communicate basic principles to those who know little or nothing of the subject.

Raj and Sheejalal (1998) made a study to examine the relationship between teacher effectiveness and professional attitude of prospective teachers. They found a positive correlation between teacher effectiveness and teacher attitude. The study also revealed that male and female prospective teachers do not show any significant difference in their attitude towards teaching profession. They found that
for providing and developing desirable characteristics in the learner, effective teachers with favourable attitude towards teaching are required.

Teachers have to be sensitive to the emotional needs of children. Teven (1998) found that students’ perceptions of their teachers’ caring was found to be positively related to their perceptions of their teachers’ tolerance for disagreement, immediacy, responsiveness and assertiveness while negatively related to teachers verbal aggressiveness. All these contributed a significant amount of variance to teacher evaluation, student learning and student perceived teacher caring.

Wesley (1998) announces that a high school teacher outlines eleven non-traditional expectations for new teachers. Teachers should empathise with students; create partnership with school community members; account to others; embrace adversity; take the long view; demonstrate competency and interest in others; keep believing in students; maintain high performance goals; share reflections with colleagues; admit and rectify mistakes; and wait patiently for results.

Birney (1999) investigated the importance of retention in the educational process. He also examined the innate characteristics which are of importance in promoting quality teachers who will remain in the profession. He concluded that the teachers are strongly influenced by the innate characteristics which they possess and the combination of principal support and innate characteristics are significant factors in determining teacher retention.

The purpose of the study by Brice (1999) was to provide educators with the information about the variables related to school climate. He found that school climate and job satisfaction are statistically related.
The study of Smith (2000) emerges from the relevant issues that teacher motivation is viewed as a major factor increasing student achievement. He found that the principal's leadership style is a key factor in teacher motivation. His study also revealed that the teachers' years of service had no effect on the teachers' level of motivation.

The need to attract and retain well-qualified and motivated teachers in the classrooms of our nation's schools is a prerequisite to creating and maintaining quality educational programs. The idea of allowing teachers to be leaders within their profession is an idea proposed both to attract and retain teachers and reform and improve education.

William, Ponnambala and Anandan (2000) found that teacher effectiveness and organisational climate are interrelated. It was found that in schools having controlled climate, efficiency of the teachers was low. At the same time the efficiency of the teachers was average and above average in climate which was autonomous.

3.4 Studies on Sociological Factors Leading to Nonutilisation of Teacher Competency

It is rightly said that the school curriculum of a country reflects its socio-cultural ethos and is a mirror of the kind of society that is envisaged. It is generally agreed by all that parents and community involvement in schools enhances the quality of teaching.

Block (1988) recommended that to build commitment among teachers, the workers must have the freedom to choose their own path to achieve results and the
passive behaviour must be discouraged. Passive behaviour is “an extreme form of withholding”. Passive people remain silent as a strategy for getting what they want and hampers teacher efficacy.

Gonsalves (1989) reported from his survey that less than 50% of the teachers were satisfied with their jobs. The reasons for dissatisfaction were transfer to remote places, assignment of tasks such as family planning survey, preparation of electoral roles etc. Despite these, they were interested in teaching but lack of reference books, audio-visual aids etc. hampered their work.

Spring (1989) revealed from his study that teachers’ responsibility is to maintain their knowledge and skills in order to provide the best education possible. If teaching circumstances are repressive and teachers struggle for survival – facing large classes, a poor working environment, masses of paperwork, unsafe conditions – it will be difficult for them to focus on the needs of students.

Pestongee (1991) found that the level of performance should be a function of the valence of effective performance on the job rather than of the valence of the job itself or job satisfaction. The level of performance is closely affected by the basis for attainment of reward.

Traditionally the teachers have enjoyed a position of great respect in the society. But with the rapid expansion of educational facilities, hundreds and thousands of teachers were employed and on the whole the status enjoyed has diminished during the last few decades. Some of the reasons for this can be attributed to: (1) deterioration in service conditions, (2) isolation in work, (3) phenomenal
expansion of educational system, (4) non-performance of duty by teachers properly, and (5) changing value system in society (Nagpura, 1992).

Leithwood, Paul and Coresens (1994) highlight the need for developing expert leadership for future schools.

Sheenu (1995) emphasised the importance of the utilisation of available community resources in the teaching of Biology in the secondary schools of Kerala.

The project by Haridas (1999) on local level planning for improving educational standards indicated that active intervention by the local public, including parents and guardians of the pupils (through agencies such as parent-teacher associations, school complexes and mother’s clubs), local government functionaries and people’s representatives, would go a long way in improving the teaching-learning environment in schools and the general level of performance of students. The levels of performance of the low achievers in the so called poor schools could be raised substantially.

Due to recent development, many schools are seeking to increase the level of parental participators within schools. Ramirez (1999) conducted a study on the involvement of parents in school activities. The results suggest that increasing parental involvement would benefit the school. The study also suggests that teachers may be unaware of school practices that increase levels of parental involvement and increase levels of student achievement.
Due to the illiteracy of the family, children do not get any academic support, proper guidance or encouragement. Parents are too busy with economic and domestic problems to take any interest in the performance of their children at school.

Spain (1999) noticed that positive teacher parent contact has a positive effect on student attitude towards reading, student attendance, and reading achievement.

The review of related literature presented above enabled the investigator to get an idea of what has already been covered in the area under investigation and realise the magnitude of the problem. A closer scrutiny of the studies conducted in the various parts of the world has convinced the investigator the importance of factors which help in the complete utilisation of teacher competency and hence the relevance of taking up such studies which, in turn, would help the teachers, pupils, parents and administrators in contributing to the economic and educational progress of the country. The review has also helped the investigator to conceive the design of this study and execute it appropriately.
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