CHAPTER II
REVIEW OF RELATED STUDIES

“Practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour” (Best, 1959: 31).

For any worthwhile study in any field of knowledge the investigator needs an adequate familiarity with all types of resources available. Only then an effective search for specialized knowledge will be possible. The investigator needs to acquire up-to-date information about what has been thought and done in the particular area from which he intends to take up a problem for research.

Extensive use of library and thorough investigation of related literature provides a background for the planning and development of the study. It helps the investigator to avoid needless duplication of effort.

The study of the related literature implies locating, reading and evaluating report of research as well as reports of casual observation and opinion that are related to the individuals planned research project (Aggarwal, 1966: 87).

Hence the researcher systematically reviewed books, journals research abstracts, certain international studies, and e-materials which are relevant to the present study and classified them into two major criteria as Studies in India and Studies Abroad. The studies are presented in a descending chronological order, stating the recent studies at the top.

2.1 STUDIES CONDUCTED IN INDIA

The investigator reviewed 40 studies conducted in India, of which 24 are on Teaching Competency, five are on Multiple Intelligence and 11 are on Perception of Teacher Status. They are abstracted below.
2.1.1 Studies Related to Teaching Competency

**Baijal et al., (2009)** attempted a study entitled “An Investigation in the Role-Commitment of Teachers at Primary Level”. The main objective was to study the role commitment of primary school teachers with regard to gender. 100 teachers were selected by using simple random sampling method. Teacher’s role commitment scale by Rathod and Varma was used. The finding revel that there was no significant difference between male and female in the role commitment.

**Chamundeswari & Vasanthi (2009)** attempted a study on “Job Satisfaction and Occupational Commitment among Teachers”. The objectives of the study were to find the commitment among teachers in different categories of school and to find out the significant relationship between the job satisfaction and occupational commitment among teachers. 588 teachers were selected as sample from the target population. Manual for the Minnesota job satisfaction questionnaire developed by Weiss, occupational commitment scale developed by Blau, Paul and John were used. The findings revealed significant difference in job satisfaction and occupational commitment between teachers in different categories of schools. Job satisfaction and occupational commitment were positively correlated with each other.

**Gupta & Kumar (2009)** investigated “Teaching Performance of Teachers teaching in Higher Secondary Schools in Ahmedabad City of Gujarat”. The major objectives were: to study teaching performance of higher secondary commerce school teachers; to compare the teaching performance of shikshan sahayak teachers with permanent teachers teaching in higher secondary commerce schools; to compare the teaching performance of male and female teachers teaching in higher secondary commerce schools; to study the teaching performance of higher secondary commerce schools with respect to their experience: and to study the teaching performance of higher secondary commerce schools with respect to different components of classroom teaching. Using descriptive survey method, the investigator selected 540 students from representative schools. Teaching Performance Appraisal Scale and Personal data sheet were used to collect data from the students. It was found that overall teaching performance of permanent teachers was better than shikshan sahayak teachers. Female teachers performance was more effective than male teachers. There was positive
relationship between experience of teachers and satisfaction level of students about their teaching performance. It was also found students were satisfied with teachers' command over content but at the same time they were least satisfied with use teaching aids, reference materials, knowledge of current affairs, class control, personality and behaviour of teachers.

Abhilasha & Gogna (2009) ventured on “A Correlational Study of Teachers' Attitude towards Teaching and their Effectiveness”. The major objectives were: to investigate effectiveness of secondary school teachers in reference to their teaching; to identify the levels of teachers' effectiveness of secondary school; to compare the five dimensions of teachers' effectiveness of secondary schools in relation to sex; to compare the attitude of secondary school teachers; to ascertain the relationship between teachers' attitude and effectiveness of secondary school teachers. Descriptive survey method was used. 50 male and female teachers were selected randomly. The relevant data were collected by using Teachers' attitude Scale -J.C. Goyan & Kunsum, Teacher Effectiveness Scale – Umme Kunsum. The findings revealed that female teachers significantly differ from male teachers. Female teachers were found to have more concern, knowledge of subject matter and personality characteristics. There was no significant difference between male and female teachers with respect to interpersonal relations. The correlation between teachers' attitude and their effectiveness was negligible whereas the impact of attitude on effectiveness was found to be low and positively correlated in the case of female teachers.

Lakshmi & Shanmugaganesan (2008) attempted a study on “Personality and Teaching competency of Teacher Trainees” with the objective of knowing the personality types of teacher trainees and to understand the level of teaching competence of teacher trainees. 150 male and 150 female teacher trainees from 10 colleges of education affiliated to Bharathiar University formed the sample. Eysenck's Personality Inventory Scale and Teaching competency measures were used to collect data. It was found that there was a significant relationship between the personality type and teaching competency of teachers. Teaching competency of Extroverts was higher than Introverts. Teaching competency and performance were not directly related. It was also found that gender had low influence on the teaching competency of teacher trainees.
Anisha (2008) studied the “Relationship between Self Efficacy and Teaching Competency of Secondary Teacher Education Students”. The major objectives of the study were: to find out the level of self efficacy of secondary teacher education students; to find out the level of teaching competency of secondary teacher education students; and to find the relationship between self efficacy and teaching competency of secondary teacher education students. The sample consisted of 98 secondary teacher education students. Self Efficacy Scale and Teaching Competency Scale developed by the investigator were used. The investigator found that the self efficacy of secondary teacher education students were moderate; there was no significant difference in the self efficacy of student teachers with respect to their gender, educational qualification and the subject of specialization; the teaching competency of student teachers were moderate; there was no significant difference in the teaching competency of student teachers with respect to gender, educational qualification and subject of specialization; and also there was significant relationship between teaching competency and self efficacy of secondary teacher education students.

Sridhar & Hamid (2007) studied “Teacher Efficacy and Emotional Intelligence of Primary School Teachers” with the objectives to specify the teacher efficacy levels and emotional intelligence coefficient of primary school teachers and to study the correlation of teacher efficacy and emotional quotient of the sample in the light of background variables. Simple random sampling was used to select 80 female and 20 male teachers from 480 teachers of the selected schools. Teacher Efficacy Scale designed by Woolfok and Hoy (1990) and N.K.Chada’s Emotional Intelligence test were used. The major findings were: There was significant negative correlation between teacher efficacy and emotional quotient, There was no significant difference in the emotional intelligence of primary school teachers with respect to gender and educational level.

Bondu & Viswanathappa (2007) conducted a study on “Competency of D.Ed. and B.Ed. Trained Teachers working in Primary Schools of Andra Pradesh”. The main objectives were: to measure the teaching competency of B.Ed. and D.Ed. trained teachers working at primary level and to compare the teaching competency of B.Ed. teachers with D.Ed. teachers. 40 primary teachers from 20 schools of Nalgonda District in Andra Pradesh were selected by stratified random sampling technique. Teaching competency scale developed by the investigators was used as tool. The investigators found that there
is no significant difference in teacher competency of primary school teachers with reference to background variables and there is significant difference in teacher competency of D.Ed. and B.Ed. teachers working at primary level.

Bansibihare & Surwade (2006) studied “The Effect of Emotional Maturity on Teacher Effectiveness” with objectives of finding the emotional maturity of secondary teachers and to compose the teaching effectiveness of emotionally mature group with that of emotionally immature group. Data was collected from 180 male and 175 female secondary teachers from Nandurba and Dhule districts of Maharashtra with the help of Emotional maturity scale developed by Mahesh Bhargava and Yashuir Sing and teacher effectiveness scale developed by Pramod Kumar and Mutha. The important findings of the study were: Female teachers are emotionally mature and stable than male teachers, the teaching of emotionally mature teachers is effective than these of emotionally immature teachers and also there is no sex difference in emotionally mature group with respect to teacher effectiveness.

Jeba (2005) did a study on “Teaching Competency and Mental Health of Student Teachers in District Institutes of Education and Training”. The main objectives of the study was to find out the gender and group difference in teaching competency and mental health status of student teachers in DIET and to find out the relationship between teaching competency and mental health status of student teachers in DIET. 150 male and 150 female student teachers of DIET vanaramutti were used as sample. The tools used were: Mental Health status scale by M.Abraham and Presana and Teaching Competency scale developed by the investigator. The investigator found a significant correlation between teaching competency and mental health of student teachers.

Kukreti et al., (2005) made a study on “Values and Teacher Competence A Corelational Study”. The objectives were: to study the value pattern of the competent and incompetent teachers and to study the value pattern of the competent and incompetent teachers in respect to their sex (male/female). 300 teachers were selected randomly from 15 secondary schools of Baswara district. The tools used were: Teacher efficiency scale by Chauhan and Eight value scale by Shah. The investigators found that Competent teachers possess higher mean scores than incompetent teachers and also Competent
female teachers differ significantly from incompetent teachers in knowledge, creative, humanistic and religious values.

**Roul (2005)** compared the “Teacher Effectiveness of Autonomous and Non Autonomous College Teachers in relation to their Mental Health”. The main objectives were: to compare the teacher effectiveness of both male and female autonomous and non autonomous college teachers; to compare the mental health of autonomous college teachers and non autonomous college teachers; to find out the difference in teacher effectiveness scores of autonomous college teachers and non autonomous college teachers in relation to mental health. 199 male and 95 female teachers working in three autonomous and three non autonomous colleges in Orissa were selected as sample. The major findings were: male and female teachers from the autonomous colleges differ significantly from non autonomous colleges, mental health of autonomous college teachers was better as compared to non autonomous colleges and also the combined effect of the type of college and the teachers’ mental health did not produce any significant effect on teacher effectiveness.

**Rajeswari (2005)** attempted “A Study of Teacher Effectiveness of Matriculation School Teachers” with objectives of finding the teacher effectiveness of matriculation schools and to find out whether there is significant difference in teacher effectiveness with regard to demographic variables and institutional variables. 1350 teachers from the matriculation schools of Tamilnadu were selected randomly as sample. Teachers’ Effectiveness Scale (TES) – Arunachalam, N. and Muthiah. P.N. 1995 was used. The researcher found that there was no significant difference in the teacher effectiveness of matriculation school teachers with regard to demographic variables. There was no significant difference in the teacher effectiveness with regard to institutional variables.

**Raj & Tilk (2004)** attempted “An Empirical study of Correlates of Teacher Effectiveness of Secondary School Teachers” with an objective of studying the teaching effectiveness of teachers in relation to motivation to work and to study the teaching effectiveness of teacher in relation to job satisfaction. The sample consisted of secondary school teachers drawn from 22 schools both rural and urban of Shimla District. The tools employed were: Motivation scale developed by K.G.Aggarwall, 1988 and Job satisfaction
questionnaire by Kumar, Murtha, 1974. The researcher found that Teachers’ effectiveness is positively affected by the level of motivation to work, Job satisfaction does not affect teachers’ effectiveness significantly, and also there is no significant interactional effect of work motivation on teacher’s effectiveness.

**Lakshminarayana & Babu (2004)** studied the “Indicators of Training Competence of Teachers in DPEP and Non DPEP Schools” with an objective of finding the teaching competence of teachers in DPEP and Non-DPEP schools with reference to Gender, Locale, Motivation, Attitude and adjustment of teaching. Data were collected from 640 primary teachers belonging to DPEP and Non DPEP Districts by using the tools Teaching competence scale; Teacher motivation scale; Teacher attitude inventory; and Teacher adjustment scale. The major findings were: There was significant influence of motivation on teaching competence of teachers, there was significant influence of attitude towards teaching on teaching competence of teachers and also there was significant influence of teacher adjustment on the teaching competence of teachers.

**Bajwa (2003)** investigated “Effectiveness of Competency based Teacher Training Strategy” with the objectives of studying the effectiveness of competency based teacher training strategy in terms of: Development of general teaching competence of pre service teachers and Modifying the attitude towards teaching of pre service teachers. In order to provide training to preservice teachers in developing general teaching competence through competency based teacher training strategy sixty student teacher from a college of education were selected through non-probability sampling technique. The tools employed were: ‘Ahlulwalia’s teacher attitude inventory’ to know the attitude of pre service teachers towards teaching; Baroda general teaching competency scale; and Self prepared competency based teacher training strategy. The author found that Basic teaching competency training strategy was more effective in developing general teaching competency in pupil teachers as compared to traditional training model. Neither the basic teaching competency training strategy, nor the traditional training model changed the attitude of pupil teachers towards teaching.

**Tiwari (2002)** made a study entitled “A Study of Teachers Competencies and Training Needs of Primary School Teachers of Allahabad District”. The objectives were: to study the existing teacher’s competencies among primary school teachers as perceived
by the teachers and as observed by the researcher and to study the training needs in the content of teachers’ competencies as perceived by the teachers. Data was collected from 100 in service teachers of Government primary school of Allahabad District with the help of a self made questionnaire and an observation checklist. The investigator found competencies perceived by the primary teachers were not possessed by primary school teachers.

**Kukreti (1992)** conducted a research entitled “A Study of Some Psychological Correlates of Successful Teachers”. The objectives were: To know the impact of teaching aptitude on success of teaching; To know the impact of intelligence of teachers on teaching success; To know the impact of self concept of teachers on their successful teaching. Multi stage stratified random sampling was adopted to select 589 secondary school teachers. The investigator found significant positive correlation was found between teaching aptitude and teaching success. There is a significant correlation between intelligence and teaching success of secondary school teachers, and there was significant correlation between self concept and teaching success.

**Shsh & Beena (1991)** investigated the “Determinants of Teacher Effectiveness” with the objectives to predict the effect of aptitude, intelligence, values, self concept, job motivation, job satisfaction, personality attitude and school climate on teaching effectiveness among the secondary level teachers. Multi-stage random sampling technique was used to select 2000 secondary level teachers of the Garhwal region. The tools were: Teacher efficiency scale (TES) Chauhan and Jain, Teaching Aptitude Test Battery – Singh and Sharma, Teachers’ attitude scale – Uniyal, Group test of Intelligence – Tandon, Eight value scale – Shah, Self concept Scale – Deo, Job Satisfaction Scale – Uniyal, School Organisational climate Index questionnaire – Sharma, Job motivation Analysis form – Oniyal, Introversion – Extraversion personality inventory – Shah. The findings revealed that teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self concept, intelligence and organizational climate.

**Basi & Kaur (1991)** made a study titled “A study of the Teaching Competency of Language Teachers in relation to their Job Satisfaction, Locus of Control and Professional Burn Out”. The objectives were: To measure the teaching competency of language
teachers; To ascertain the difference between the more competent and less competent language teachers in relation to job satisfaction, locus of control and professional burn out; To study the various criterion measures of teaching competency. The sample includes 440 male and female language teachers and 2000 student from high and higher secondary schools. The tools were: Self rating scale for teachers developed by Sidhu, The pupils ratings of teachers scale developed by Grewal, Teachers’ job satisfaction scale by Chandel, Rottor’s internal and external locus of control scale, Maslach Burn out inventory. The author found that the teaching competency of language teachers was moderate.; Professional burnout was not experienced by language teachers; There was no significant difference between the teaching competency and job satisfaction of teachers on the basis of their locus of control; There existed a positive correlation between job satisfaction and teaching competency; There was negative correlation between locus of control and teaching competency.

Atreya & Jaishankar (1989) attempted a study entitled “A study of Teachers’ Values and Job Satisfaction in relation to their Teaching Effectiveness at Degree College Level”. The objectives were: To find out the level of teaching effectiveness; To find out the values and magnitude of job satisfaction in relation to the level of teaching effectiveness; and To find out the impact of teachers’ values and job satisfaction on teaching effectiveness. 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tools employed were: A new test for study of Values by Cilani, Teachers’ Job Satisfaction Questionnaire of Kumar, and Teachers’ Effectiveness Scale adapted form of Kumar and Mutha. They found that there was significant relationship between teaching effectiveness, teacher values and job satisfaction. There was significant difference between effective and ineffective teachers in their job satisfaction and values.

Rajameenakshi (1988) analysed the “Factors Affecting Teaching Competency of B.Ed., Trainees in Teaching Physical Science”. The objectives were: to identify factors that affected the teaching competence of B.Ed trainees; to assess the competencies of B.Ed students using appropriate tools; and to make differential and correlational studies between teaching competence and various factors. Data was collected from 610 Physical Science students of colleges of education and 1500 school pupils with the help of Teaching competency scale, Self evaluation scale. Experimental method was used to
study the impact of training in the skill of demonstration on teaching competence. The researcher found that Pupils’ evaluation scores were accumulated at the higher end of score (80-95), Self evaluation score were between (50-85) and professors score ranged from 45-60 with regard to teaching competence, Training in the skill of demonstration and micro teaching significantly increased teaching competence, The type of management and the time of admission and teacher pupil ratio were the factors that affected the mean teaching competence of B.Ed. trainees and also Female teacher trainees and teacher trainees with higher socio economic status scored significantly higher in teaching competency than others.

**More (1988)** attempted a research titled “A Study of the Relationship between Personality, Aptitude for Training and Effectiveness of Secondary Teachers”. The objective was to find out the relationship between the teaching effectiveness, the teaching aptitude and the personality of the teachers. The sample includes 500 male and female teachers from secondary schools in Nagpur, Wardha, Bhandara and Gadchiroli Districts. The tools used were: 16 PF (Hindi version of S.D.Kapoor), Teaching aptitude test of Jaiprakash and Shrivastaua and The teacher effectiveness scale of pramod kumar and Mutha. The investigator found that only six factors were found to be positively correlated with teaching effectiveness and there was significant correlation of personality with teaching effectiveness.

**Chaudhari (1985)** did a study titled “Factorial Study of the Teaching Competencies of Teachers Teaching English at the Secondary Level”. The objectives were: to identify the competencies required of a teacher teaching English at the secondary school level, to find the significant difference in the teaching competencies with respect to background variables viz. Age, Sex, and Educational Qualifications to determine the significant relationship of the competencies with intelligence, attitude towards teaching and interest in teaching. Stratified random sampling technique was used to select 178 teachers from Pune and Indore Districts. The tools used were: Raven’s standard progressive matrices, Teacher attitude scale, Interest Inventory, and Self Perception Scale. The findings were: Twelve independent pedagogical competencies in teaching English were identified; The competency structuring questions accounted for 32% variance and correlated significantly with both the product variables; All the competencies correlated
positively with the product variable; and Teacher’s intelligence and attitude towards teaching was found to be associated with some of the competencies.

2.1.2 Studies Related to Multiple Intelligence

Ramkumar (2008) attempted a study on “Multiple Intelligence and Academic Achievement of IX Standard Students in Nagercoil Educational District”. The objectives of the study were to find out the level of multiple intelligence of IX standard students and to find out the relationship between Multiple intelligence and Academic achievement of IX standard students. By using Terry Armstrong’s multiple intelligence Inventory data was collected from 300 IX standard students. The finding revealed the existence of significant correlation between multiple intelligence and Academic achievement of IX standard students.

Anisha & Annaraja (2007) made a study on “Multiple Intelligence and Self Efficacy of Secondary Teacher Education Students”. The objectives were: To find out the level of multiple intelligence; to find out the level of self efficacy; and to find out the relationship between multiple intelligence and self efficacy. The sample includes 100 secondary teacher education students (32 male and 68 female) studying in St. Joseph Training College, Kerala. Multiple intelligence inventory developed by Dr. Terry Armstrong; and Self Efficacy Scale developed by the authors were employed to collect data. The major findings were: The level of multiple intelligence of secondary teacher education students was moderate; The level of self efficacy of secondary teacher education students was moderate; and also There was a significant relationship between multiple intelligence and the self efficacy of secondary teacher education students.

Robert (2007) attempted a study on “The Relationship between Multiple Intelligence and Achievement in Mathematics among High School Students”. The objectives were to find out the level of multiple intelligence of high school students, and to find out the significant relationship between multiple intelligence and achievement in mathematics among high school students. Stratified random sampling technique was used to select 200 high school students. Terry Armstrong’s multiple intelligence inventory was used. It was found out that there was no significant difference in the multiple intelligence of High School Students with regard to background variables. It was
also found out that there was a significant positive correlation between multiple intelligence and achievement in mathematics among High School Students.

**Anisha (2007)** conducted a study on “The relationship between Multiple Intelligence and the Knowledge of Content Pedagogy of Natural Science Secondary Teacher Education Students”. The objective was to find out the relationship between multiple intelligence and knowledge of content pedagogy of Natural Science Secondary Teacher Education students. 250 student teachers from 11 B.Ed colleges were selected by using stratified random sampling. Terry Armstrong’s multiple intelligence Inventory was used to collect data. It was found that there was no significant difference the multiple intelligence of B.Ed students with regard to background variables. It was also found that there was significant relationship between multiple intelligence and knowledge of content pedagogy of Natural science secondary Teacher Education students.

**Ajithraj (2003)** attempted a study on “Learning Styles and Multiple Intelligence of B.Ed Students” to assess the learning styles multiple intelligence of B.Ed students. 300 B.Ed students were selected randomly and administered multiple intelligence Inventory and learning styles Inventory. The finding revealed that there was significant relationship between multiple intelligence and learning styles of B.Ed. students.

### 2.1.3 Studies Related to Perception of Teacher Status

**Tasleema & Ahmad (2009)** conducted a study entitled “A Comparative Study of Attitude of Secondary School Teachers in Srinagar”. The main objective was to measure the attitude of secondary school teachers towards teaching profession. Descriptive method adopted. The sample consisted of 120 secondary school teachers working in Government and Private high and higher secondary schools of Srinagar district. Ahuwalia’s Teacher Attitude Inventory was used to collect data. It was found that there was no significant difference in the attitude of teachers with regard to type of schools. There was no significant difference with regard to gender.

**Sumangala & Ushadevi (2009)** ventured a study on “Role Conflict, Attitude towards Teaching Profession and Job Satisfaction as Predictors of Success in Teaching. The major objective was to find out whether Role conflict, Attitude towards Teaching...
profession and Job satisfaction are significant predictors of success in teaching. 300 secondary teachers were selected from ten districts of Kerala using proportionate stratified sampling technique. Role conflict scale by Sumangala and Ushadevi, Attitude scale by Pillai, Job satisfaction Inventory by Pillai, and Teaching success Rating scale by Sumangala and Mathai were used to collect data. The study revealed that all the three variables were related to success in teaching. Role conflict was the highest predictor of success in teaching. The second predictor was Attitude towards teaching profession. The third predictor was Job satisfaction.

Jain (2007) did a study entitled “A study of Teaching Effectiveness of Teachers and their Attitude towards Teaching Profession”. The main objectives were: To compare the teaching effectiveness of teachers with reference to (a) Gender (b) Type of School (Govt. / Aided) (c) Teaching experience; To compare the attitude of teachers towards teaching with reference to (a) Gender (b) Type of school (c) Teaching experience; and To find out the relationship between teaching effectiveness of teachers and their attitude towards teaching profession. The sample consisted of 75 teachers working in 20 secondary schools in the two districts of Delhi. Teaching effectiveness observation scale TEOS developed by the investigator and Teacher attitude scale developed by Goyal were employed to collect data. The investigator found that there was significant difference in the teaching effectiveness of teachers with respect to (a) Gender (b) Type of School (c) Teaching experience of teachers. There was significant difference in the attitude of teachers towards teaching profession with respect to (a) Gender (b) Type of School (c) Teaching experience. There was significant relationship between teaching effectiveness and their attitude towards teaching profession.

Gill & Saini (2005) studied “Effect of Teacher Education on Attitude of Student Teachers towards Teaching Profession”. The main objectives were: to find out the attitude of student teachers towards teaching profession in the beginning of teacher education programme; to find the significant difference in the attitude of student teachers towards teaching profession after the completion of the teacher education programme; and to find the significant difference in the attitude of student teachers with respect to educational qualification and marital status. A sample of 40 B.Ed students who completed B.Ed programme during the year 2003-04 and 2004-05 formed the sample. The sample was drawn from Punjab Agricultural University, Ludiana. Teacher attitude scale (TAS)
developed by Goyal J.C. (1984) was used as tool. They found that Teacher education has a positive impact on the attitude towards teaching profession.

**Natesan & Rahamathulla (2003)** attempted a study on “Teaching Profession Perception, Teaching Aptitude and Personality Factors of Secondary Grade Teachers”. The objectives were: to study the gender differences in teaching profession perception teaching aptitude and personality factors of secondary grade teachers; to study the group differences in teaching profession perception teaching aptitude and personality factors of secondary grade teachers. 200 men and 200 women secondary grade teachers were drawn from different elementary schools in 10 of the 46 madel Parishads in the Nellore district of Andrapradesh. Teaching profession perception scale, teaching aptitude scale and cattell’s 16 personality factors questionnaire were used as tool. They found that there was no significant difference between assistants and Headmasters in teaching profession perception and all the areas of teaching aptitude except interest and scholarly tests and Fair mindedness and impartiality and also there was no significant difference between men and women secondary grade teachers in all the personality factors except FG and QF.

**Pushpam (2003)** made a study on “Attitude towards Teaching Profession and Job Satisfaction of Women Teachers in Coimbatore”. The major objectives were: to find the attitude of women teachers towards teaching profession; to find out the level of job satisfaction of women teachers; to find out the relationship of attitude of women teachers towards teaching profession with secondary variables like age, experience, class handled, type of school, type of management and location of school; to find out the association between job satisfaction of women teachers and the secondary variables; to find out the association between the attitude to women teachers towards teaching profession and their job satisfaction. 725 women teachers working in different types of schools were selected as sample by using stratified random sampling. The tools used were: Attitude towards teaching profession scale constructed by V.V.Katti and Job satisfaction scale constructed by the investigator. The major findings of the study were: Women teachers’ attitude towards teaching profession is positive and their job satisfaction is high; Women teachers’ attitude towards teaching profession did not differ significantly with respect to secondary variables; there is no significant difference in the job satisfaction of women teachers with respect to secondary variables.
Singh & Kumar (1997) made a study on “Primary Teachers’ Perceptions about their Professional Status”. The major objectives were: To determine teachers perceptions about their professional status; and to find out variables which predict professional status of teachers. Two districts in each of the states of Assam, Maharashtra, Karnataka, Kerala, Tamilnadu, Haryana and Orissa were selected through purposive sampling 100 teachers were selected from each district. Teacher schedule was prepared by the investigator to assess teachers’ perceptions regarding their professional status. The investigator found that Teachers’ perceptions regarding their professional status was moderate; There was no significant difference between men and women teachers in their perception of teacher status; 14 significant explanatory variables were identified and they contribute 14.2 percent variation in the level of perceived professional status of teachers; and Economic status was the first explanatory variable contributing 5.7% of variation.

Ganapathy (1992) studied “Self Concept of Student Teachers and their Attitude towards Teaching Profession”. The main objectives were: To measure the attitude of student teachers towards teaching; to assess the self concept of student teachers towards teaching; To find out the relationship between self concept and their attitude towards teaching. The sample includes 723 student teachers from nine selected colleges of education in Tamil Nadu. The Tamil version of the teacher attitude inventory by Ahluwalia and the self concept scale by Mukta Ravi Rastogi were used. The researcher found that student teachers had a favourable attitude towards teaching. Student teachers had positive self concept and also there was a significant correlation between self concept and attitude towards teaching.

Babu (1992) ventured a study on “Job Satisfaction, Attitude towards Teaching, Job Involvement, Efficiency of Teaching and Perception of Organizational Climate of Teachers of Residential and Non Residential Schools”. The main objectives were: To examine the level of JS, ATT and JI of secondary school teachers and to find out whether teachers of Residential and Non residential schools differed with regard to the level of their Job satisfaction, Attitude towards teaching, Job involvement, Efficiency of teaching and the Perception of organizational climate. The Sample includes 400 secondary school teachers equally distributed between the two types of schools. The tools used were: Teacher rating scale, Job satisfaction scale, Attitude towards teaching scale, Job involvement scale, A graphic teacher efficiency scale, Organisational
climate description questionnaire. The investigator found that the level of Job satisfaction, Attitude towards teaching, Job involvement of secondary school teachers was moderate. There was significant difference between residential and non residential school teachers with regard to the variables selected.

Mahapatra (1987) studied the “Comparative Role of Intelligence, Attitude and Vocational Interest towards Success in Teaching”. The major objectives were: to find out the relationship of intelligence, attitude and interest with teaching success; to determine the predictive power of the predictors of the criterion in terms of percentage; to identify the predictors having the highest predictive power for success in teaching; to find out the relative position of other predictors. 420 B.Ed. students studying in six Government colleges and one women training college of Orissa were used as sample. The tools used were: Teaching success scale prepared by the investigator, Cattell’s culture fair intelligence test, Ahluwalia’s teacher attitude inventory & Samal’s vocational interest inventory. The investigator found that the co-efficient of correlation between teaching success and intelligence attitude and interest were 0.38, 0.27 and 0.25. The coefficient of multiple correlation between success and predictor variable was found to be significant. The combined predictor power of all the three predictors in predicting the criterion was 23%. The predictive value of intelligence and attitude towards teaching success was 20% attitude and interest towards teaching success was 11% and intelligence and interest towards teaching success was 19%. Intelligence was considered to be the most influential predictor.

Patel (1984) did “A Study of Role Perception of the Primary School Teachers in relation to their Psycho-Social Characteristics” with the objectives of comparing the role perception of primary school teachers in terms of gender, locality of the school, community, age, socio economic status educational qualification and experiences and to compare the role perception of teachers with different personality characteristics. The tools used were: Role perception scale developed by the investigator, Socio-economic status scale prepared by A.S. Patel, 16 personality factor questionnaire prepared by Cattell and modified by K.A. Gandhi. 2000 teachers (600 urban and 1400 rural) formed the sample. The investigator found that there was no significant difference in the role perception of teachers with reference to gender, locality of the school. There was significant difference in the role perception of backward class teachers
and non backward class teachers and there was significant difference in the role perception of teachers coming from high SES and those coming from the low SES.

2.2 STUDIES CONDUCTED ABROAD

The investigator reviewed 56 studies conducted abroad, of which 27 are on Teaching Competency, 18 are on Multiple Intelligence, eight on Perception of Teacher Status and 21 are on Personal Ideology. They are abstracted below.

2.2.1 Studies Related To Teaching Competency

Hsiao et al., (2008) attempted a study on “Teaching Competencies for Elementary School Teachers to Teach the Classrooms with Students having Foreign Parent” with the objective of identifying the related competencies, in addition to general teaching competency, which elementary school teachers should have in teaching foreign spouses’ children in school. In-depth interview was conducted. The main competency identified in the study includes understanding and respecting cultural differences, understanding students’ requirements, interests, weakness and strength due to cultural background differences, creating cultural dignity for students, using no cultural bias examples for teaching, dealing with student problems with fairness, and using no cultural bias instruments for testing. In other words, in the dimension of curriculum designs, teachers should take students’ cultural background into consideration to develop curriculum. In the dimension of assessment, teachers need to observe students’ expressions and their behaviors by a variety of testing methods rather than only by paper and pencil testing. In addition, teachers should understand students’ learning differences resulted from the influence of different culture.

Rummel & Pearce (2007) attempted a study on “Teacher Self-Efficacy Beliefs and their Impact on Recommendations for Student Retention at Grades K-2”. The main objective was to determine the relationship between teacher self-efficacy beliefs and their impact on recommendations for student retention. 236 kindergarten, first and second grade teachers in a Virginia school district were used as sample. The findings revealed that non-Title I schools teachers provided higher number of recommendations for student retention. Finding of this study contradicted many of the previously published research in regards to race, family socioeconomic status, school attendance and parental involvement.
McGee & Patrick (2007) attempted a study on “Qualities of Effective High School Teachers in Grade 9-12: Perceptions of High School Teachers and Administrators from the State of Rhode Island”. The main objective was to confirm with high school teachers’ and administrators’ perceptions of those behaviours and characteristics that constitute effective teaching at the high school level as determined by a DACUM (Developing A Curriculum) panel. DACUM Research Chart and Questionnaire were used to collect data. The researcher found that there was general agreement between what the DACUM panel and high school teachers and administrators felt were the behaviors and characteristics of effective high school teachers.

Howell & Douglas (2006) made “A Comparative Analysis of Self-Reported Teacher Self-Efficacy and Student Performance in the Elementary Classroom”. The main objective of the study was to utilize the Teachers’ Sense of Efficacy Scale to compare the relationships between self-reported teacher efficacy, student performance as measured by the Idaho Standards Achievement Test, and a teacher’s years of experience in the classroom and to determine the correlation between self-reported efficacy and the teachers’ classroom student performance from one year to the next. Findings from this investigation did not substantiate the assumption that student performance is directly correlated to self-reported teacher self-efficacy. A significant negative correlation was found between a teacher’s years of experience and student performance in mathematics possibly indicating that those teachers with more experience had lower student math achievement.

Frazier et al., (2005) made a study on “Multicultural Education Teaching Competencies and the Achievement Outcomes of African, American Middle School Students” with the objective of investigating the influence of multicultural education teaching competencies on the mathematics and reading achievement of African American 6th grade and 8th grade middle school students. 123 teachers from twelve schools were used as sample and Multicultural knowledge and skills (MKS) sub scale of the MECCA was used. The major findings include: The schools level of multicultural competency was not significantly influences by the average number of multicultural education courses or the number of professional development course taken by its teachers; An inverse relationship existed between multicultural education competency and the number of years
of teacher had been in the teaching profession; There was significant relationship between Multicultural Education Competency and 6th grade reading achievement; Mathematics achievement at the 6th grade level and reading and mathematics relevant at the 8th grade level were not significantly correlated with multicultural education competency ratings at the school level.

**Welsh & Kimberly (2005)** investigated on “Evaluating Teacher Effectiveness as evidenced by the Professional Development and Appraisal System and the Texas Assessment of Knowledge and Skills”. The main objective was to determine if a statistical relationship existed between the scores received by teachers on Professional Development and Appraisal System (PDAS) in domains I-VIII and student achievement as measured by the reading portion of the Texas Assessment of Knowledge and Skills (TAKS). Historical data were collected from one rural 3A school district and included historical individual teacher scores on the PDAS in domains I-VIII and student achievement reading scores on TAKS. The investigator found that there was no significant relationships in scores received by teachers on the PDAS in relation to student TAKS achievement in domain I (Active, Successful Student Participation in the Learning Process): Domain II (Learner Centered Instruction): Domain IV (Management of Student Discipline, Instructional Strategies, Time and Materials): Domain V (Professional Communication): Domain VI (Professional Development): and Domain VII (Compliance with Policies, Operating Procedures and Requirements). Statistically significant relationships were found for Domain III (Evaluation and Feedback on Student Progress) and Domain VIII (Improvement of Academic Performance). The results indicate that PDAS may not be an accurate reflection of teacher performance in improving student achievement.

**Pillay et. al., (2005)** did a study entitled “Well-Being, Burnout and Competence: Implications for Teachers”. The objective was to investigate the relationship between burnout and competence for a sample of mid-career teachers in primary and secondary schools in Queensland. 500 mid-career teachers in Government primary and secondary schools in Queensland. The investigator found negative association between the means for burnout levels subscale Depersonalization and competence that may be attributed to a distancing mechanism in difficult human interactions. Overall, the findings of this study
hold implications for teacher training courses and the well-being and competence of teachers.

Larrick & Scott (2004) ventured a study on “Collective Teacher Efficacy and Student Achievement”. The main objective was to determine the relationship between collective teacher efficacy and student achievement in reading, writing and mathematics. Data were collected from seven low SES schools within two Northern Virginia school districts during the spring semester 2003. The researcher found that there were significant relationships between collective teacher efficacy constructs and student achievement in reading and mathematics. The relationships between collective teacher efficacy constructs and student achievement in reading and mathematics were not statistically significant.

Rowley & Louise (2003) carried out a study on “Teacher Effectiveness in the Education of Gifted Students: A comparison of Trained, Trainee and Untrained Teachers of Gifted and Talented Students”. The main objective was to determine whether specialized teacher training in gifted education assisted teachers in developing teaching skills, competencies and classroom climates identified as effective in teaching gifted and talented students. 167 teachers in eastern Australian schools and 285 nominated gifted students were selected as sample. The investigator found that both teachers trained and those currently undertaking training in gifted education demonstrated better teaching skills than the untrained group.

Greenberg & Sarah (2003) attempted a study on “Student Evaluations of Teacher Effectiveness in the Workplace: Mask Designers versus Design Engineers”. The main objective was to examine how different students in the business context rate teachers. They found that there was a difference in how Design Engineers and Mask Designers rate instructors. There was a significant difference in means for all items assessed expect for two items. From the correlation coefficients obtained, the results indicate that Design Engineers and Mask Designers are biased in their ratings of instructors. The interview results also showed that Design Engineers and Mask Designers define goals of teaching, instructor effectiveness and instructor and student roles differently, which leads to differences in ratings.
Chacon & Teresa (2003) attempted a study on “Teachers’ Sense of Efficacy and Selected Characteristics of Selected English as Foreign Language Venezuelan Middle School Teachers”. The main objectives were: To investigate the EFL teachers’ self-reported proficiency in English. To study the need for research on teacher efficacy in the field of foreign / second languages, particularly in EFL contexts. 100 EFL teachers were selected as sample by using a 78 item questionnaire. The author found that Venezuelan EFL teachers’ had two dimensions of teacher efficacy. Findings also suggested that Self-reported English language proficiency was a strong predictor of Personal Teacher Efficacy (PTE). Implications were presented for pre-service and in-service EFL teachers in Venezuela.

Kuyers & Lyn (2002) made a study on “Teacher Efficacy, Teacher Expectations, and Tolerance Level for Children with Special Needs” with the objectives of examining the relationships among general educators’ efficacy, expectations, and tolerance levels for the academic and behavioural challenges typically presented by students with special needs and also to examine the relationship between measures of teacher efficacy at a domain and task-specific level. One hundred and eight elementary school teachers from Scottsdale, Arizona were used as sample. The major findings were the relationship between task-specific efficacy and teachers’ expectations and tolerance levels was moderate. The relationship between measures of teacher efficacy at a domain level and at the task-specific level was also moderate.

Isbell & Lynn (2002) studied “Teacher Certification and Teacher Efficacy as Correlation of Student Achievement”. The purpose of that study was to investigate the impact of teacher certification and levels of teacher confidence and efficacy on the mathematics and literacy achievement of elementary school students. Beginning teachers in a large, urban school district in southern California were used as sample. By using the survey instrument modified from the Gibson and Dembo’s Teacher Efficacy Survey, the Barnes/Evans Confidence Survey, Stanford-9 Achievement Test data and a district- developed literacy assessment. The investigator found the students with non- credentialed teachers tend to score slightly below that of students with fully credentialed teachers in reading. Second- year teachers had student reading scores slightly above that of first- year teachers. Teaching efficacy was not found to be related to student outcomes.
Beatty & Hall (2002) attempted a study on “The Relationship between Teacher Sense of Efficacy and Pupil Control Ideology in Urban Middle Schools”. The objective was to investigate the teacher sense of efficacy and its relationship to pupil control ideology in urban middle schools. 161 teachers from 13 middle schools of 4 urban school divisions in the Commonwealth of Virginia were used as sample. The investigator found that there was no statistically significant relationship between teacher sense of efficacy and pupil control ideology, urban female middle school teachers were more efficacious than urban male middle school teachers and also there were no statistically significant differences between the pupil control ideology mean scores of urban middle school teachers.

Wilson & Ann (2002) attempted “A Comparison of Teacher Efficacy Ratings among Prospective Teachers from Programs for Elementary, Special Education and Dual Certification” with the objective of comparing the responses of pre-service teachers from three types of teacher education programs on measures of teacher efficacy to determine differences between elementary education, special education and dual certification programs. 116 graduates from six college campuses were used as sample. The investigator found that Graduates of dual certification programs express more confidence in their teaching abilities especially for teaching students with disabilities and are more supportive of inclusive settings than their colleagues in elementary or special education programs. Though teacher efficacy has been related to positive outcomes in achievement and behaviour, additional research with pre-service teachers is needed to clarify the difference of higher teacher efficacy among near graduates in dual certification programs in regard to students with disabilities.

Byrd & Scurry (2002) made a study on “The Impact of Teacher Efficacy on the Academic Achievement of Third-Grade Students” with the objectives of analysing whether teacher efficacy affected the academic achievement of students in third-grade and to examine whether efficacy and achievement differed in terms of award winning schools and non-award winning schools in select districts of South Carolina. The sample used was 156 third-grade teachers and 3945 third-grade student’s PACT scores. The author found no significant difference in teaching efficacy between award winning schools and non-award winning schools. There was no significant difference in self-teaching efficacy
between award winning schools and non-award winning schools. There was no significant difference in teaching efficacy between rural schools and urban schools. There was significant difference in self-teaching efficacy between rural schools and urban schools. There was significant difference in academic achievement of third-grade students based on teaching efficacy and award status of schools. There was significant difference in academic achievement of third-grade students based on teaching efficacy and location of schools. There was significant difference in academic achievement of third-grade students based on self-teaching efficacy and award status of schools. There was significant difference in academic achievement of third-grade students based on self-teaching efficacy and location of schools. There was significant main and interaction effects of teaching efficacy, award status and school location on the academic achievement of third-grade students. There was significant main and interaction effects of self-teaching efficacy, award status and school location on the academic achievement of third-grade students.

**Gorham & Ephraim (2002)** investigated “Multicultural Teaching Competence as Perceived by Elementary School Teachers”. The objective was to explore elementary school teachers’ perceptions of their strengths and deficiencies for working with, and meeting the need of students from diverse cultural backgrounds and to assess the relationships between these perceptions and the teachers’ multicultural background and demographic factors such as age, gender, and ethnicity. Elementary school teachers in the Guilford County School System, North Carolina were used as sample. By using the tool Jacobeth Ntsebe Thabede’s dissertation, Multicultural Teaching Competence as Perceived by Business Education Student Teachers (1996) as a model to frame the research. The outcome of the regression formula indicated 38 percent of the variance of Building Respect was explained. Building respect for diversity represents the teachers’ reported willingness to model respect building practices. The four important independent variables were age, the number of hours of multicultural instruction, whether they taught in a suburban school, and whether the participants had experiences with diversity during their education. The more multicultural background during teacher education, the older the participant, the more hours of multicultural instruction, and if teachers were working in a suburban teaching environment, the more likely teachers were to report behaviors that reflect building respect for multicultural diversity. The findings of the focus groups and the survey showed teachers, who had multiethnic family origin, early education
experience with cultural diverse students and multicultural friendship groups, perceived themselves competent to teach multicultural students.

**O’Connor & Evelyn (1998)** attempted “Teachers’ Experience, Control Ideology, and Global Teacher Efficacy as it relates to the Dimensions of the ‘Classroom Systems Observation Scale’”. The main objective was to investigate whether teachers’ experience, control ideology, and sense of efficacy are related to the Cohesion, Communication and Flexibility dimensions of the Classroom Systems Observation Scale (CSOS). Principals from 13 schools in Queens, New York identified 378 pairs novice and experienced teachers were used as sample. Pupil Control Ideology Form (PCI), Teacher Efficacy Scale (TES) were used. The author found experienced teachers’ classrooms were significantly more flexible than novice teachers’ classrooms. Hypothesized relationships between the three dimensions of the Classroom Systems Observation Scale and predictor variables were not supported.

**Leou (1998)** attempted a study on “Teaching Competencies Assessment Approaches for Mathematics Teachers”. The major objectives of the study were: to construct a list of assessment items for Mathematics teachers; to establish assessment models for Mathematics teachers; and to develop evaluation instruments for mathematics teachers by using the tool the Delphi method and classroom observation technique. The author established the teaching competency assessment items for Mathematics teachers, a procedure for designing the videotapes and also established the assessment model for math teaching competencies for Mathematics teachers.

**Meddor & Laurie (1995)** conducted a study on “Teacher Competencies needed by New Secondary Vocational Instructors in Georgia”. The main objective was to determine the importance of the 80 instructional competencies as rated by new secondary vocational instructors who completed the NTI from 1989 through 1993. Data were collected from 196 NTI completers from 1989 through 1993 by using teacher competencies questionnaire. The author found that there was no significant difference in the ratings of importance of the 80 instructional competencies taught in the NTI as rated by those who are in the profession and those who left the institute after training.
Wolfe & Ron (1994) studied on “Experience, Gender, Marital Status and 16 PF Questionnaire as Predictors of American Teachers’ Effectiveness in Southeast Asia schools”. The main objectives of the study were: To identify the characteristics of American teachers working in three international schools in Southeast Asia: age, gender, education, marital status, intercultural experience and personality. To correlate these characteristics with the criterion scales cultural adjustment and job performance by using Sixteen Personality Factor Questionnaire as tool. The author found that Teachers who scored higher on Emotional stability, Conformity, Adjustment and Leadership tended to have higher criterion range. Personality does not affect overseas teaching performance, except in schools where particular personality traits are valid. Teachers’ age, gender, educational level, and prior overseas teaching experience did not yield meaningful correlations with the criterion rating. The presence of spouse, partner and children provides helpful support to the overseas teacher.

2.2.2 Studies Related to Multiple Intelligence

Strecker & Hunt (2008) attempted a study entitled “Assessing Multiple Intelligences in Elementary-School Students”. The main objectives of the study were: To gain a clear understanding of the manner in which fourth-grade students attending a Kansas elementary school learn when engaged in science activities grounded in H.Gardner’s book and to discover the difference between teaching practices grounded in multiple intelligences versus that based upon traditional theory. The investigator explored Teacher self- perceptions with regard to the effectiveness of their instruction and student assessment within the classroom. The research evaluated the overall effectiveness of both traditional curriculum delivery and that rooted in the concept of multiple intelligences.

Furnham & Fukumoto (2008) attempted a study on “Japanese Parents’ Estimates of their own and their Children’s Multiple Intelligences: Cultural modesty and moderate differentiation” with the objective of estimating the Japanese parents’ and their children’s overall general and multiple intelligences. 198 Japanese parents were used as sample. The researcher found that Parent’s own IQ estimate was the best predictor of the first (eldest) child’s estimated IQ. A regression analysis indicated that the best predictors of self-estimated overall general intelligence were self-estimated verbal and numerical intelligences. Children’s age and sex, and parents’ age and sex, were all non significant
predictors of the overall general score estimates of the first two children. There were no sex differences in experience of, or attitudes towards, intelligence testing. A number of cultural differences were found compared with other studies in Western cultures.

Motah (2007) ventured a “Study of the Influence of Multiple Intelligences and the use of Soft Skills in Project Write-up among IT and Non-IT Students: A research Paper”. The main objective was to examine the importance of multiple intelligences and the use of the soft skills in project write-up among IT and Non-IT students. 125 Non-IT students and 90 IT students were used as sample. The investigator found that Non-IT students use more linguistic, interpersonal and intrapersonal intelligences more than their IT counterparts: While the IT students make use of logical-mathematical, spatial, body-kinesthetic and musical intelligences in their work in the field of information technology. It seems evident that the type of intelligences required for the preparation, completion and submission of projects and assignments in the field of information technology will require those abilities related to the technical field aspects of this field of study. What comes as unexpected is the use of a high percentage of body-kinesthetic intelligence and musical intelligence. The low percentage of linguistic intelligence and naturalistic intelligence reveals that the field of information technology gives importance to machines and robotics as compared to the natural work.

Tracey & Richey (2007) attempted a study on “ID Model Construction and Validation: a Multiple Intelligences Case”. The objective was to construct and validate an instructional design model that incorporates the theory and practice of multiple intelligences. The theoretical foundations of multiple intelligences and instructional design were examined. The model components were determined and an initial model was constructed. The model was reviewed and validated by experts in the field of instructional design through a three-round Delphi study.

Taylor & Reginald (2007) studied “The Effects of a Multiple Intelligence Self-Assessment Intervention on Adolescents’ Career Decision Self-Efficacy”. This study grounded in multiple intelligence and self-efficacy theories, sought to determine if a multiple intelligence self-assessment (The Multiple Intelligence Developmental Self-Assessment Scales (MIDAS)) would increase middle school students’ career
decision self-efficacy, as measured by the Career Decision Self-Efficacy Scale (CDMSES). 71 adolescents (grades 6-8) attending a rural middle school in south central Alabama were used as sample. The study found no differences between the experimental and control groups on the posttest CDMSES. More research is needed to examine the applicability of the MI theory in enhancing adolescent’s career development. Quality of work life is positively correlated to overall quality of life.

**Mingzhang et al., (2007)** published a paper on “The Designing Strategy of RGP Game-Learning under the Instruction of Multiple Intelligence Theory”. This paper has analyzed the education superiority of role playing game-learning, and discussed its design flow from the perspective of multi-dimensional intelligence theory. To combine the design flow and the characteristics of role playing game, aiming at constructing an education game environment which can promote the development of multiple intelligences. They found some designing strategy, such as, the multiplicity of people character, the drawing close to lives of game background, the multi-dimension of game content, the multiplicity of game behavior pattern, the opening of rules and situations, the multiplicity of game-learning environment and so on. We hope to realize human's full scale development on the basis of obtaining knowledge through game-learning.

**Kafanabo & Eugenia (2006)** attempted a study on “An Investigation into the Interaction between Multiple Intelligences and Learners’ Performance in Open-Ended Digital Learning Tasks”. The main objective was to investigate the interaction between multiple intelligences and performance of learners in open-ended digital learning tasks and to suggest possible approaches to the teaching and learning process using computers in Tanzania. Four secondary schools were selected and 40 learners doing computer studies course were used as sample. The findings indicated that there are distinctive intelligence profiles apart from the four intelligences that were investigated in this study. Despite the intelligence profiles of the learners, didactical issues that will enhance ICT adoption in the education environment are important. These include the use authentic tasks, performance assessment to acknowledge learners unique performance abilities across several intelligences and teachers familiarization in the use of performance assessment procedures.
Mulhollen & Christine (2006) studied “The Relationship between Multiple Intelligences and Attitude toward Independent Learning in a High Transactional Distance Education”. The main objective was to find the relationship between multiple intelligences and attitude toward independent learning in a high transactional distance education. Adults who all had experienced similar high transactional distance learning environment were used as sample. By using the tool the Multiple Intelligences Developmental Assessment Scales (MIDAS) and Adult Attitudes Toward Independent Learning (AATILS). The author found that these learners did demonstrate positive attitude towards independent learning and the interpersonal intelligence was predictive of attitude toward the independent learning. The ability of interpersonal intelligence to predict attitudes towards independent learning suggested a dynamic relationship may be exist between interpersonal intelligence, dialogue, transactional distance, autonomy, independence and interdependence.

Neto & Furnham (2006) made a study on “Gender Differences in Self-Rated and Partner-Rated Multiple Intelligences: A Portuguese Replication”. The objective was to examine the gender differences and the influence of intelligence quotient (IQ) test experience in the self and partner estimation of H. Gardner's (1999) 10 multiple intelligences. The sample of that study was Portuguese students ($N = 190$). Three of the 10 self-estimates yielded significant gender differences. Men believed they were more intelligent than were women on mathematical (logical), spatial, and naturalistic intelligence. Those who had previously completed an IQ test gave higher self-estimates on 2 of the 10 estimates. Factor analysis of the 10 and then 8 self-estimated scores did not confirm Gardner's 3-factor classification of multiple intelligences in this sample.

Yuen & Furnham (2005) conducted a study on “Sex differences in Self-Estimation of Multiple Intelligences among Hong Kong Chinese adolescents”. The main objective was to estimate 378 Hong Kong adolescents, their own and their parents' IQ score on each of Gardner's 10 multiple intelligences: verbal (linguistic), logical (mathematical), spatial, musical, body-kinesthetic, interpersonal, intrapersonal, existential, spiritual and naturalistic. 378 Hong Kong adolescents were used as sample. The investigator found that there was sex differences in eight of the 10 self-estimate except for verbal and interpersonal. Male participants gave higher scores than female participants. Factor analyses of the 10 dimensions yielded a two-interpretable-factor
solution: personal-social-spiritual intelligence and academic-arts-kinesthetic intelligence. There were consistent sex differences in the estimates of the academic-arts-kinesthetic intelligence factor for oneself, but not for parents, while there were sex differences in the estimates of the personal-social-spiritual intelligence factor for oneself and for mother, but not for father. The two factor scores were predicted by both gender and belief about intelligence.

**Wilson & Denise (2004)** studied “The Relationship between Leadership and Domains of Multiple Intelligences”. This study involves the quest to further Gardner’s research as it applies to XYZ faculty. This quantitative, non-experimental, descriptive, correlational, research study discovered and identified the degree of relationships between the domains of multiple intelligences: a) interpersonal, b) intrapersonal, c) linguistic intelligences, and d) leadership and demographic characteristics such as, a) age, b) gender and ethnicity among XYZ faculty. 205 XYZ faculties within United States were used as sample. The researcher examined and analyzed certain aspects of the field of leadership, and the impact of Gardner’s multiple intelligences may or may not have on leadership selection, training and development based on the results obtained.

**Fortner & Gail (2004)** attempted a study on “Examining Pedagogical Practices through Brain-Based Learning in Multiple Intelligences Theory”. The main objective was to examine the relationship between middle school English teachers’ instructional practices and student achievement. Student achievement data was analyzed from the Norfolk Public Schools grades 6-8 Communication Skills Second Quarter Final Writing Exam. Results indicate implications for incorporating multiple intelligence theory into instructional practices as a means to improve student achievement.

**Gold & White (2002)** attempted “A Case Study of Teachers’ Knowledge and Attitudes toward Utilization of Multiple Intelligences in Classroom Practice”. The objective was to describe classroom teachers’ awareness of Gardner’s theory of multiple intelligences, their use of the knowledge of these theories in their classrooms and instructional environment. The study focused on teachers’ infusion of multiple intelligences theory into their classroom practices. A questionnaire examined teacher demographics, role and responsibility for implementing multiple intelligences theory and classroom environment was used as tool. Classroom observation and document analysis
were also utilized to verify the accuracy of the survey responses, but were analyzed as part of the actual study with the sample of 460 classroom teachers in Western Kentucky school district. Information gathered through records and classroom observation were not used directly in this study; rather the data were solely used to check for discrepancies between teacher perception and actual school data. The analysis of the data revealed themes in five areas: teacher role and responsibility, teacher demographic factors, school demographic factors, classroom practices and classroom environment. These areas reflect issues surrounding teachers’ infusion of Gardner’s multiple intelligence theory into their classroom practices. Fullan’s Educational Change Model was cited in the study as a possible means of facilitating teacher change.

Maasjo & Dennis (2002) attempted a study on “Blackfoot, Hidatsa, and Lakota Sioux Students’ Perceptions regarding Preferred Learning Styles based on Gardner’s Multiple Intelligences”. The objective was to examine and compare Blackfoot, Hidatsa, and Lakota Sioux students’ self-perceptions regarding Gardner’s multiple intelligences. 26 Blackfoot, 90 Hidatsa, and 111 Lakota Sioux students enrolled in predominantly Native American schools. The researcher found there were significantly different perceptions (p<0.05) between gender and grade levels. Differences existed between females and males in the naturalist (p= 0.027), musical (p= 0.002), and interpersonal (p= 0.017) intelligences. Differences in intelligences existed within Blackfoot students in grade three and grade eleven in logical and mathematical (p= 0.015) and verbal-linguistic (p= 0.016). Within the Hidatsa tribe, grade three and grade eleven, verbal-linguistic (p= 0.000), logical mathematical and kinesthetic (p= 0.001) were significantly different. In the Lakota Sioux tribe, grade three and grade eleven, verbal-linguistic (p= 0.000), naturalist (p= 0.000), logical mathematical (p= 0.000), interpersonal (p= 0.013), kinesthetic (p= 0.002), and visual spatial (p= 0.000) were significantly different.

Gonzalez & Bernabe (2002) attempted a study on “The extent of Commitment to Multiple Intelligences Theory by Public School Principals of Region I Elementary Schools in Texas”. The main objective was to investigate the extent of commitment to Multiple Intelligences Theory (MIT) as perceived by principals in public elementary school Region I schools of Texas. The principal, superintendent, community, and the school board in the nine Texas administrative areas and the area of school budget input were used as sample. The author found statistically significant differences varied
accordingly to the areas and the principals’ perceptions of the commitment of the principal, superintendent, community, and the school board. Some statistically significant differences in the principals’ perceived commitment were found in all the areas except fieldtrips. Recommendations include integrating multiple intelligences theory into teacher and student administrator preparation programs, school personnel become educated on Multiple Intelligences Theory and college professors become educated on Multiple Intelligences Theory.

Berkemeier & Hew (2002) attempted a study on “Exploring Multiple Intelligences Theory at a Community College Level”. The main objective was to investigate adult learning through Multiple Intelligences Theory (MI) at the community college level. To determine whether there were any differences among students in their perceived Multiple Intelligences with regard to age and gender. To investigate the relationship between perceived and tested Multiple Intelligences with regard to science and nonscience courses. To determine which Multiple Intelligences teaching value relates best with science and non-science courses. Participants were enrolled in science courses from a Midwestern community college, Ozarks Technical Community College (OTC) were used as sample. The researcher found there was relationship between tested Multiple Intelligences and perceived Multiple Intelligences, student learning in science and non-science courses, and their relationships to age and gender.

Sweeny & Bolton (1999) attempted a study on “Multiple Intelligence Profile: Enhancing Self-Esteem and Improving Academic Achievement” with the objective of enhancing students learning and student performance in an inner-city school in Florida. Over the course of 18 weeks, a curriculum based on Gardner’s theory of multiple intelligences was used to determine its effectiveness among 19 kindergarten students by using the Teele Inventory of Multiple Intelligence (TIMI), the Slosson Oral Reading Test-Revised (SORT-R) and the Kindergarten Readiness for School checklist. The TIMI was used as pretest and posttest instrument. Several students showed increase in their multiple intelligence areas, while others showed a decline in multiple intelligence areas. Five students showed no change in their dominant or nondominant areas of intelligence. Curricula, learning centers and teaching strategies were developed or modified according to the theory of multiple intelligences and student result which were derived from the pretesting and post testing sessions. As a result of the implementation of the project
design, discipline problems in the classroom were reduced significantly from five office referrals a week to one office referral a week.

**Burke & Dorothy (1998)** attempted a study on “The relationship of Multiple Intelligences Profiles to Success in Computer-Based Concept Mapping”. The main objective was to investigate the relationship between pre-service teachers’ multiple intelligences profiles and the levels of complexity in their in computer-based concept maps. Pre-service teachers (N=20) enrolled in a science methods course at northeastern university graduate program were used as sample. The author found that ability in music and success in concept mapping both require higher order thinking skills, suggesting that success in concept mapping can be increased among students, as concept mapping is consciously develop higher order thinking. The profile increases teachers’ understanding of their students' cognitive abilities, cognitive task and concept mapping.

### 2.2.3 Studies Related to Perception of Teacher Status

**DeSantis & Marjorie (2008)** attempted a study on “Student Perceptions of Teacher Behaviours and their Effects on Academic Performance”. The main objective was to explain differences in student performance from those students who are at risk for failure and historically have low academic performance and examine the responses of students about their experiences with teachers in high school classrooms. Data results support the researcher’s investigation of the existence of student-teacher attachment. Themes of connectedness, caring, communication, humor emerged from focus group discussions of desired teacher characteristics

**Lackey & Halladay (2007)** attempted “Teachers’ Perceptions of Student Feedback”. The objective was to determine whether public school teachers valued the evaluative feedback of their classroom students. Eleven randomly selected teachers at elementary, middle and high school levels were used to collect data by conducting Interview. The researcher found that teachers consistently wanted frequent and meaningful professional evaluation and feedback. Teachers’ consistently agreed that students knew their teaching skills and abilities better than anyone else. Teachers’ acknowledged that students’ assessment of their performance was a fair and meaningful measure of their professional performance. Teachers believed that student feedback was a
meaningful source of information about their teaching ability and should be included as a part any formal assessment or evaluation.

Tyler & Kimberly (2006) attempted “A Descriptive Study of Teacher Perceptions of Self- Efficacy and Differentiated Classroom Behaviours in Working with Gifted Learners in Title I Heterogeneous Classrooms”. The main objectives were to determine the self-perceptions of regular classroom teachers’ behaviours observed by external reviewers when implementing differentiated skills and strategies necessary for successfully teaching gifted students, to examine the demographic profile of these teachers in respect to academic coursework, to examine the self-perception of efficacy of treatment teachers compared to control teachers in Title I schools. Teachers’ Sense of Efficacy Scale, Classroom Observation Scale-Revised (COS-R), Personal interviews was used for data collection. They found Control teachers had greater sense of efficacy than experimental teachers on questions related to Classroom Management and Instructional strategies. There was no statistically significant difference found between experimental and control teachers in the area of student engagement. Experimental teachers rated themselves similar to external observers’ ratings. Experimental teachers have a greater awareness of meeting the needs of their gifted students as a result of participation in Athena-based professional developmental sessions.

Mwangi & Benedict (2004) attempted a study on “Teaching Styles and Students’ Perception of Teaching Effectiveness in Counselor Education”. The main objectives of the study were to describe the relationship between teaching styles and graduate students’ perception of the teaching effectiveness in counselor education and to determine the relative contribution of each of the five teaching styles (Expert, Formal Authority, Personal Model, Facilitator and Delegator) to the overall effectiveness of teaching a counselor education content course. 98 graduate student volunteers enrolled in pre-practicum counselor education course at a private midsized university in the Northeast region of the United States were used as sample. The investigator found that the Personal Model teaching style and the Facilitator teaching style showed a significant positive correlation with the students’ perception of overall teaching effectiveness. The Facilitator teaching style was ranked as the best predictor of teaching effectiveness.
Cantrell & Lewis (2002) attempted a study on “Teachers’ Principals’ Perceptions of Shared Decision Making” in Schools with an objective of comparing teachers’ and principals’ perceptions of shared decision making in public schools and to determine the congruency between their perceptions. 453 teachers and 173 principals from 107 elementary and 66 secondary schools in the Piedmont Region of South Carolina were used as sample by using the instrument, Shared Decision Making in schools developed by the researcher and Dr. Reid. The investigator has found significant differences in the perceptions of teachers’ and principals’ regarding shared decision making in schools. There were significant differences in the perceptions of teachers’ and principals’ regarding shared decision making in schools by gender. There were significant differences in the perceptions of teachers’ and principals’ regarding shared decision making in schools by race. There were significant interaction effects on status (level and position), gender and race on the perceptions of shared decision making in schools.

Helton (2001) studied “Perceptions of Beginning Elementary Teachers and Elementary Principals regarding the Preparedness of Beginning Teachers as related to stated Teaching Competencies”. The objective was to determine perception of beginning elementary school teachers with more than five years of teaching experience and elementary principles regarding the preparedness of beginning teachers to stated competencies Data were collected from teachers with more than five years of experience and Elementary school principals by using Teachers’ preparedness questionnaire. The researcher found that Beginning teachers were most prepared in the competencies of teaching specific subjects and teaching methods and strategies, Beginning teachers were least prepared in the competency of teacher teaching special students, there were significant differences in the mean responses of teachers and principals in relation to four of the six competencies, and there were significant difference in teachers’ experience in eight paired comparisons of the competencies while there were significant difference in seven paid comparisons of principals’ responses.

Sook (1985) did “A study of the Attitude of Secondary Teachers of Thailand region-10 towards their Teaching Profession”. The major objectives were: to find out the attitude of secondary school teachers towards teaching profession; to compare the differences in attitudes with reference to gender, age, marital status, experience in teaching, educational qualification and type of schools; to compare the teaching
efficiency as rated by students, co-teachers and principals with their attitudes; and to compare the teacher’s professional growth with their attitudes. 400 male and 400 female teachers from 40 schools were selected randomly. The major findings were: Urban teachers’ attitude was favourable than rural teachers, Female teachers had more favourable attitude than male teachers, Experienced teachers had more favourable attitude than the beginners, The favourable attitude towards teaching increased with age. There was a positive relationship between teaching efficiency and attitude towards teaching and also there was a positive relationship between teachers’ professional attitudes and their professional growth.

Sarkar (1985) made “A Comparative Study of Role Perception and Job Satisfaction of Headmasters and Teachers in relation to Organizational Climate of Secondary School’s in Dacca”. The objectives of the study were: To compare the role perception of Headmasters and teachers working under different organizational climates; To compare the job satisfaction of Headmasters and teachers working under different organizational climates; To find out the relationship between role perception and organizational climate of Headmasters and teachers working under different organizational climates. 40 Headmasters and 594 teachers were selected as sample by multistaged random sampling technique. The tools used were: Halpin and Craft organizational climate description questionnaire, Role perception scale and Chandel Job satisfaction scale. The important findings were: There was significant difference in the role perception among Headmasters working in schools having different types of organizational climate, There was significant difference in the job satisfaction of Headmasters working under different organizational climate, There was no significant difference in the role perception of teachers working in schools having different types of climate and there was significant difference in the job satisfaction of teachers working under different organizational climates.

2.2.4 Studies Related to Personal Ideology

Nilsson (2007) attempted a study on “Worldview: Personal Ideology, Values and Beliefs concerning Metaphysics, Epistemology, Human Nature and Morality”. The main objective was to investigate de St. Aubin's (1996) modified polarity scale (MPS), adapted from Tomkins (1965) with sample of 315 Swedes. The investigator found that Structural
equation modeling rendered two super factors, humanism and normativism, and two sub-factors of humanism. Adding the third factor only produced a slight increase in model fitness. The second part of the study was aimed at probing deeper into the worldviews of 80 students, and factors assumed to influence them, using questionnaires and Q-methodology. This yielded four main worldviews and a reconceptualization of humanism and normativism, modeling humanism as a dynamic action-oriented dimension with the basic incitement of promoting happiness, along with general optimism, and normativism as a robust bipolar dimension constituting the philosophical foundation of the worldview. The results also suggest that the integration of humanism and normativism is pivotal to psychological health. Further implications and suggestions for research are discussed.

Nisan & Mordecai (2006) attempted a study on “Teachers’ Cultural Ideology: Patterns of Curriculum and Teaching Culturally Valued Texts”. The main objective was to reveal teachers' personal cultural ideologies as reflected in their conceptions of the curriculum for, and in their actual teaching of, culturally valued texts. 50 Israeli teachers of the Hebrew Bible working in ordinary public schools were used as sample. It revealed six different patterns of teachers' conceptions of the curriculum and teaching for this culturally valued text. Teachers displayed conflicting attitudes toward the expression of personal cultural ideology during the teaching process. Nonetheless, when describing what actually happened in their classrooms, they expressed teaching conceptions that were mostly congruent with their personal cultural ideologies. Although that these teachers taught the same obligatory national curriculum, with its defined cultural-ideological slant, their personal cultural ideologies did not necessarily mesh with the official ideological directions of the written curriculum. This study revealed that during the actual process of teaching, the teacher's personal cultural ideology became dominant, outweighing other types of teaching and curriculum ideology.

Damico & Amy (2004) attempted a study on “Exploring the Complexities of Personal Ideologies, Media Literacy Pedagogy and Media Literacy Practice”. They used nine media literacy teachers who taught in public schools, private schools and community settings as sample by conducting interview. The author found that there was a complicated relationships between teachers’ ideologies about the media and their media literacy teachers practice. Two of teachers described practices that are representative of
the goals of critical media literacy. But other teachers rarely discussed aspects of their media literacy practice that encouraged students to locate individual understandings of media messages. Schools are not fully supporting the implementation of their media literacy programmes; often media literacy instructors did not have educational backgrounds or training in media literacy.

Johnson & Maria (2004) attempted “A Case Study of how Teacher’s Beliefs of his Students Influence his Instructional Practices in a Middle School Science Classroom” with objective of identifying the various factors a teacher should consider when planning his instruction, and provide a rich, descriptive analysis of how this science teacher’s beliefs about his students influence his classroom practice and to inform practice for current and future science teachers by using Semi-interviews, impromptu interviews, casual conversations. The author found that teacher belief about student promotes a learning environment that fosters student motivation, student interaction and collaboration and active inquiry. Teacher belief about student promotes the implementation of variety of instructional strategies. Teacher interest in subject matter influences choices of content and instructional strategies. Teacher belief in self-reflection and collaboration with colleagues influences instructional practices. Science education teacher educators must take an active role in teaching pre-service science teachers about instructional strategies and providing them with hands-on learning experiences.

Huong & King-Ing (2004) attempted a study on “Students’ and Teachers’ Beliefs about Communicative Language Teaching and English Grammar Instruction in Taiwan”. The main objectives of the study were to compare students’ and teachers’ beliefs toward English grammar instruction and Communicative Language Teaching in Taiwan. To assess the degree of variation and identify potential mismatches of teacher believes across cultures. 754 post-secondary students and 34 EFL teachers from six selected public and private colleges and universities in central Taiwan were used as sample. The investigators found a strong positive belief on the part of the students that grammar study plays a positive role in EFL learning. More teacher than students disagreed that the students generally liked grammar. 73% of the teachers believed grammar study was essential to eventually mastery of a foreign language, whereas only about 53% of the students agreed with the notion. There were differences across cultures as well. Chinese EFL teachers were disposed favourably toward more grammar study compared to
non-Chinese EFL teachers. There was a discrepancy between expressed beliefs and actual classroom practices.

**King & Jeffrey (2003)** attempted a study on “Learner-centered Teacher Beliefs and Student-Perceived Teaching Effectiveness”. The objective was to examine the connection between college students’ perceptions of teacher effectiveness. They found that students rated learner–centered instructors higher in all dimensions, but results were not statistically significant. Instructors were also identified as possessing learner-or non-learner-centered beliefs to a greater degree than that necessary for an overall designation.

**Davis & Lynn (1999)** investigated “The Professional Beliefs and the Conditions that Support Integrated Curriculum in a New England Middle School” with the objective of identifying the professional beliefs of middle level educators who integrate the curriculum and the conditions that support the implementation of curriculum integration. Ten middle level teachers of two disciplines were used as sample. The author found there were both extrinsic and intrinsic factors that drive the design and implementation of integrated curriculum at the middle school level. Contrasting strength and diversity in roles taken on by interdisciplinary team members maintained a balanced team effort when planning integrated instruction.

**Aston & Michelle (1998)** studied “The Impact of Social Networks and Teacher Beliefs on Educational Change”. The objective of the study was to examine the social networks of teachers’ strong and weak ties and the impact of those associations upon their beliefs about the realities of elementary education in terms of the knowledge and skills that influences those realities: school context, general pedagogy, specific subject matter pedagogy, nature of the learner and self as teacher. Data were collected from two elementary school sites utilizing the long interview method and direct observation. The author found in general, teachers hold beliefs about elementary education: from traditional to non-traditional. Social networks such as life experiences tend to impact teachers’ beliefs more than school experiences. Social networks offer opportunities for strong and/or weak ties to develop. The weak ties in traditional schools that foster professional collaboration and teamwork help chip away traditional beliefs established through life experiences.
Blust & Willower (1979) attempted a study on “Organisational Pressure, Personal Ideology and Teacher Pupil Control Behaviour” with an objective of studying the relationship of personal ideology on organizational pressure and teacher pupil control behaviour. In this study it was found that teachers' own views on pupil control predicted their pupil control behaviour, while organizational pressures represented by teacher perceptions of the pupil control views of colleagues and the principal failed to do so. It was also found that teachers perceived their colleagues and the principal to hold more custodial pupil control views than were actually held. The explanation was advanced that teachers behave in relatively custodial ways in places of high visibility to colleagues, but behave more in line with their own views in the classroom.

2.3 SYNTHESIS OF THE REVIEWED STUDIES

Studies are conducted on Teaching Competency, Teacher Self efficacy, and Teacher Effectiveness of teachers working at various levels and various types of schools. A close analysis of the studies revealed that the teaching competency of teachers were moderate irrespective of background variables. It also revealed that teaching competency was independent of age, gender, religion, educational qualification and subject of specialization. However Roul’s (2005) study was an exception to this. He found that male and female teachers from the autonomous colleges differ significantly from non autonomous colleges.

Studies on teaching competency, teacher effectiveness and teacher efficacy included in the review either focused on the measurement and prediction of teacher effectiveness or examined specific factors supposed to be related to competency such as personality traits of teachers, attitudes and values held by them, their morale, job satisfaction, self- concept and school climate.

Studies were conducted on pre-service and in-service teachers and teaching competency of teachers handling different subjects. These studies compared teaching competency of teachers with respect to personality traits. There were studies on factors affecting teaching competency and determinants of teacher effectiveness. These studies identified intelligence, attitude towards teaching and interest in teaching as determinants
of teaching competency. These studies tried to prove the effect of aptitude, intelligence, values, self-concept, job satisfaction and school climate on teacher effectiveness.

In almost all the studies teaching competency was correlated with teacher characteristics and the correlation was found to be positive. The sample constituted both in-service teachers and pre-service teachers. Standardized and self designed tools have been employed for analysis of data. The critical review of the studies indicates that there is dearth of studies on teaching competency and multiple intelligence and on teaching competency and personal ideology.

2.4 UNIQUENESS OF THE PRESENT STUDY

1. There were separate analysis on the variables selected. But the present study deals with the profile of teaching competency in relation to all the variables selected viz. multiple intelligence, perception of teacher status and personal ideology.

2. Personal ideology of teachers - the most important factor responsible for the teaching competency of teachers seems to be omitted. The review of studies revealed that no study has been done exclusively on personal ideology and teaching competency of prospective teachers.

3. There were studies on teacher effectiveness and attitude of teachers towards teaching profession. But perception of teacher status in relation to teaching competency is a new area of investigation.

4. The study is unique in terms of the tools used to measure the variables selected. The investigator constructed and validated the tools to measure teaching competency, perception of teacher status and personal ideology of prospective secondary teachers.

5. The present study is unique in terms of the area, sample and variables selected for investigation.

Hence, the investigator opines that the study on “Profile of teaching competency which includes multiple intelligence, perception of teacher status and personal ideology among prospective secondary teachers” would certainly be a departure from the studies conducted so far.

*The next chapter highlights the construction of research tools.*