CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

According to Best [32], "a familiarity with the literature in any problem area helps the student to discover what is already known, what others have attempted to find out, and what problems remain to be solved". The chapter gives briefly a few important research studies conducted in India and abroad related to the current study. The research studies reviewed are arranged into four sections:

1. Studies on defining Competency and Teaching Competency
   a) Studies on defining Competency
   b) Studies on defining Teaching Competency

2. Literature on competencies required for effective teaching.

3. Competencies identified from literature review.

4. Studies on impact of certain personal and professional characteristics of a teacher on teaching competency. The personal and professional characteristics are such as age, gender, qualification, B-School category, and experience.

2.2 Studies Defining Competency and Teaching Competency

2.2.1 Studies on defining Competency

Evolution of competency can be traced to the early 1970s; the psychologists and organizations were seeking ways to predict job performance. There was significant evidence to show that personality testing was very poor at predicting job performance. In 1973, David McClelland, Professor of Psychology at Harvard University wrote a seminal paper "Testing for Competence..."
Rather than for Intelligence," which appeared in American Psychologist in 1973, that created a stir in the field of psychology [195]. According to his research, traditional academic aptitude and knowledge content tests seldom predict on-job performance. He went on to argue that the real predictors of job performance are a set of underlying personal characteristics or "competencies." McClelland's concept of competency has been the key driver of the competency movement and competency-based education.

Evarts [97] defined competency as an underlying characteristic of a manager, which causally relates to his/her superior performance in the job. According to Jacobs [153], it is an observable skill or ability to complete a managerial task successfully. Hornby and Thomas [148] defined it as the ability to perform effectively the functions associated with management in a work situation.

Spencer and Spencer [282] have defined competency, as "...A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation."

- Underlying characteristic means the competency is a fairly deep and enduring part of person’s personality and can predict behavior.
- Causally related, means that a competency causes or predicts behavior and performance.
- Criterion-referenced means that the competency actually predicts who does something well or poor, as measured on a specific criterion or standard.

According to Hogg [142] "...Competencies are the characteristics of a manager that lead to the demonstration of skills and abilities, which result in effective performance within an occupational area. Competency also embodies the capacity to transfer skills and abilities from one area to another." Another definition which is extensively accepted among human resources specialists is "...An underlying characteristic of a person which results in effective and/or superior performance on the job" [170].

Several HRD (Human Resource Development) specialists after attending a conference on "competencies," in Johannesburg in October 1995, synthesized definition of competency as "...A
cluster of related knowledge, skills and attitudes that affect a major part of one’s job (a role or responsibility), that correlates with performance in the job, that can be measured against well-accepted standards, and that can be improved with training and development" [231].

According to Lachance [176] competency is "…An underlying characteristic of an employee (i.e. a motive, trait, skill, aspects of one’s self-image, social role, or a body of knowledge) which results in effective and/or superior performance." Treasury Board of Canada Secretariat [296] have defined competency as "…Knowledge, skills, abilities and behaviors that an employee applies in performing his/her work and that are the key employee-related levers for achieving results that are relevant to the organization’s business strategies."

Whereas Joint Nature Conservation Committee [159] defined competency as "…A term that describes the range of knowledge, skills, behavior, attitude and abilities an individual brings to a specific area of a job, such as team working." According to Intagliata et al. [151] "…Competencies provide organizations with a way to define in behavioral terms what their leaders need to do to produce the results the organization desires and do in a way that is consistent with and builds its culture."

Another definition given by United Nations Industrial Development Organization [301] is that competency is "…A set of skills, related knowledge and attributes that allow an individual to perform a task or an activity within a specific function or job." Sinott et al. [279] defined competency as "…A characteristic of an employee that contributes to successful job performance and the achievement of organizational results. These include knowledge, skills, and abilities plus other characteristics such as values, motivation, initiative, and self-control." According to Missouri Library Association [205] competency is defined as "…An underlying characteristic of an individual that is directly related to effective or superior performance in a job. Differentiating competencies distinguish superior from average performers."

"…Overall, effective performance within an occupation, which may range from the basic level of proficiency to the highest levels of excellence A competence consists of four main components, namely, knowledge/cognitive competence, functional competence, personal or behavioral competence and value/ethical competence" [57]. "…Knowledge/cognitive competence are
defined as the possession of appropriate work-related knowledge and the ability to put this to effective use. Functional competence is defined as the ability to perform a range of work-based tasks effectively to produce specific outcomes. Personal/behavioral competence is defined as the ability to adopt appropriate, observable behaviors in work-related situations. Value/ethical competence is defined as the possession of appropriate personal and professional values and the ability to make sound judgments based upon these in work-related situations" [57].

According to Tobias [292] competency is defined as "....The cognitive (e.g. knowledge and skills), affective (e.g. attitudes and values), behavioral and motivational (e.g. motives) characteristics or dispositions of a person which enables him or her to perform well in a specific situation." International Board of Standards for Training Performance and Instruction [152] defined competency as "....An integrated set of skills, knowledge, and attributes that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment." Whereas Boyatzis [43] analyzed managerial competencies and defined competencies as "....An underlying characteristic of a person that could be a motive, trait, skill, aspect of one’s self-image, social role, or a body of knowledge which he or she uses." These characteristics are revealed in observable and identifiable patterns of behavior, related to job performance and usually include knowledge, skill and abilities.

"....According to organizational perspective competencies belong to the organization and are embedded processes and structures that tend to reside within the organization, even when individuals leave" [53]. At organizational level, “core competencies” give an organization strategic competitive advantage and can be defined as “....A firm’s strategic resources that reflect the collective learning in the organization.” Core competencies refer to distinctive capabilities of an organization that describe excellence performance, contributes to customer value, and difficult to imitate including “....The skills and abilities employees are expected to have or develop, as well as the processes required to achieve success” [25].

It can be observed that that most of the researchers have defined competency as "underlying characteristic" of an individual, which are a "cluster of knowledge, skills, and attitude" that results in "effective performance" in organization. The following section gives definitions given by various researchers for teaching competency.
2.2.2 Studies on defining Teacher Competency

The rush to initiate competency testing of teachers came out of the growing concern about achievement in schools during the 1970s and early '80s. The decline in students' test scores prompted many to place the burden of blame on the nation's teachers. Stolz [285], for example, states, "Is it reasonable to conclude that all of the blame [for test score decline] should be borne by the students themselves, their families, or the fabric of society? Isn't it reasonable to believe that a share of the blame should rest with the schools and teachers? And when we get to teachers, isn't it possible that in this latter group there might be some who are weak and incompetent?"

A critical examination of the following definitions put forth and the views expressed by various educationists on the meaning and evaluation of teaching competency make more explicit the absence of a clear-cut and universally acceptable definition of teaching competency.

According to Haskew [135] "….The possessions of the teacher, his knowledge, skills, attitude, personality configuration and the like are referred to as competencies, they lend the character dimension to teaching". Medley and Mitzel [197] defined "….The competency of a teacher is defined as the average success of all his behaviors in achieving their intended effects." Whereas Biddle and Ellena [35] reported, “….Teaching competency is one or more abilities of a teacher to produce agreed upon educational effects".

Gage’s views [109] about teaching was, “….Teaching skills are specific instructional techniques and procedure that a teacher may use in the class-room. They represent an analysis of the teaching process into relatively discrete components that can be used in different combination in the continuous flow of the teacher's performance.”

Hoyle [149]defined a competent teacher is one who:

i) “…has the skill of accurate perceptions of the class-room situation and the changes that occur within the class-room,

ii) is aware of the teacher’s role which are appropriate to different situation and

iii) possesses the personality skills, which allow him to adapt to changing situations.”
According to Clarke [64] teaching constitutes activities that are designed and performed to produce change in pupil behavior. In 1973, many researchers came up with defining teacher competency. Cooper et al. [70] defined "…Teacher competencies are the resultant of attitudes, understandings, skills and behaviors that facilitate intellectual, social, emotional and physical growth in children." Whereas Good [118] defined “…Teaching competency is those skills, concept and attitudes needed by teachers for the act of instructing in an educational institution”. In addition to it, Travers [295] defined "…Competent teaching is assumed to be made up of a collection of modular skills and a chain of performances on such modules constitutes effective teaching performance."

It is not essential that a popular teacher among his or her students is also a good or competent teacher, but a competent teacher is one whose students have better knowledge about the subject matter. According to Commonwealth Report [67] to be a competent teacher, "the teacher must have knowledge of child development, of the material to be taught and suitable methods of teaching it, of the culture of his pupils (which may not be his own and of some interest of his own), his skills must enable him to teach, advise and guide his pupils community and culture with which he is involved, his attitude should be positive without being aggressive so that his example is likely to be followed as he transmits explicitly and implicitly the national aims and ideals and moral and social values." Brown [47] has considered teaching as a many sided activity which includes a number of activities like questioning, giving information, listening and such others.

Borich [39] suggested that teacher competency is an extremely complex phenomena that is made up of both behavior and knowledge. He views competency as a developmental phenomenon. One would start out by describing a general teacher behavior, transfer this general behavior to a specific instructional situation, and then translate these teacher behaviors into competencies with specification for a desired quantity and a level of proficiency. According to Borich, there are three categories of such competence:

1. Knowledge competence, which specifies the cognitive understanding a teacher is expected to possess (this is subdivided into process and content knowledge);
2. Performance competence, which specifies the day-to-day behaviors teachers' exhibit in class;
3. Consequence competence, which we know as student outcomes.

Medley and Crook [196] defined ".Teachers Competency as any particular knowledge, skill, or attitude or any set or combination of them that we may choose to specify. The knowledge specified may involve subject-matter knowledge, general knowledge, knowledge of psychology, sociology or one of the other disciplines, knowledge of pedagogy-any knowledge that may enhance teacher performance. Skills specified may also relate to content, to writing and speaking skills, to skills in arithmetic, they may be perpetual or diagnostic in nature, they may be performance skills such as those involved in lecturing, leading a discussion or planning instruction, they may be related to deployment of knowledge and skills of other types, or to the integration and implementation of complex strategies. Attitude specified may pertain to the self, to pupils, to colleagues and to the profession, to values, or whatever." Whereas in Aoki's [16] view, competent teachers are rule oriented, rule governed being cast within a manipulative ethos, an ethos in which even the future is conceived in terms of rules.

Oliver [219] summarized four exclusive definitions of competence as follows:

1. Competence can be viewed as a behavior. In terms of teachers and teaching, it means being able to identify or designate specific behaviors independent of thought or analysis of appropriateness.

2. Competence can be viewed as having a set of skills or a collection of knowledge that one selects and implements. The selection of action is attended by reflection. Teachers choose to teach in a certain way. Teacher cognition and the application of knowledge are central to this view of competence. Shulman's [274] typifies this view.

3. Competence can also be viewed as being at a degree or level of capability that must be judged by someone outside the teacher's personal perspective. This value or judgmental notion of competence is attended by difficult ethical, professional, and moral questions.

4. A fourth conception of competence is that it is a quality of a person or state of being. How a given teacher's identity is defined by the ever-present interaction of student, teacher, content, and experience gives evidence of that teacher's quality of character.
According Darling-Hammond [78], "...A person’s competencies may be defined in terms of one’s knowledge, skills and behaviors. To understand the competencies required of a teacher, we must first define the job of a teacher. The task of a teacher is closely tied to the nature of the classroom. Today’s classrooms call for teachers to prepare virtually all students for higher order thinking and performance skills once reserved to only a few."

As viewed by different researchers teaching competency are a set of knowledge, skills, attitude, personality configuration and the like of a teacher that facilitate intellectual, social, emotional, and physical growth in students. These competencies are needed by teachers for the act of instructing in an educational institution and are closely tied to the nature of the classroom. The following section gives literature on competencies required for effective teaching as identified by different researchers.

2.2.3 Operational Definition

Following the views of different researchers teaching competency are, a set of knowledge, skills, attitude, personality configuration and the like of a teacher that facilitate growth in students. Hence, from various studies the following operational definition of Teaching competency has been derived and considered for the research work, “Teaching competencies are integrated set of knowledge, skills, and attitude that enables a teacher to perform teaching-learning job effectively.” It has helped the researcher to keep the entire research work on Teaching Competency in perspective and framework of knowledge, skill and attitude of a teacher.

It can also be observed from the literature that the term competency itself has been defined by various researchers in terms of effectiveness. Teaching competency hence can also be closely linked with teaching effectiveness. There are other environmental factors that also contribute to effectiveness of a teacher, only teaching competency cannot guarantee effectiveness of a teacher. However, for a teacher to be effective teaching competency is a pre-requisite.
2.3 Literature on competencies required for effective teaching

2.3.1 General Studies

There have been a number of studies on determining the main attributes of an effective teacher. Some of the important studies have been discussed below. In this work, the terms, competency and effectiveness, are interchangeably used in spite of slight differences. Teaching quality is the most significant factor in students learning [117] [249]. An achievement gap in student's performance suggests a performance gap in teacher’s practice [30].

Banerji [27] while observing the classroom behavior of successful teachers arrived at the conclusion that successful teaching requires qualities like quick thinking, ready wit, easy adaptability and humor on the part of the teacher. Dosajh [91] using teacher trainees as sample reported that imagination and maturity were indicative of success in the teaching profession. While Gage [110] identified the following five qualities as components of teaching effectiveness: teacher warmth, cognitive organization, orderliness, indirectness and problem solving ability. Sherry [272] studied a battery of psychological tests for prediction of success in teaching. He found that intelligence was most important for success in teaching.

Deva [85] reported that personality was most important and intelligence was least important in predicting success in student teaching. Kalandaivel and Rao [161] observed that a good teacher as viewed by the students teaches well, inspires good qualities in the students, re-teaches lesson when not understood, treats students alike without prejudice, tries to reform problem of students and acts as a guide to the student. Ojha [217] found that students perceived ten most important characteristic qualities in successful teachers as generous, honest, forgiving, man of character, clear in expression, wise, scholar, friendly, punctual and well-wisher. Allen et al. [8] have given skills which are generic or common to teachers at all level as follows: stimulus variation, set induction, closure, silence and non-verbal cues, reinforcement of student participation, fluency in asking question, probing question- high order question and divergent question, recognizing attending behavior, illustrating and using examples, lecturing, planned repetition and completeness of communication.
Rosenshine and Furst [255] cited about 50 studies and proposed eleven teacher behavior variables (skills) which they regard as the most promising of variables studied. The skills proposed were: clarity, variability, enthusiasm, task-oriented and/or business like behavior, student opportunity to learn criterion material, use of student’s comments, criticism and giving direction, use of structuring comments, types of questions, probing and level of difficulty of instruction. While Debnath [81] undertook a research study with a view of finding out the determinants of teaching efficiency. It was found that knowledge of the subject matter, academic qualifications, sympathetic attitude towards student, mastery of the method of teaching, sincerity in teaching, proper use of aids and appliances in teaching and the art of questioning were the important correlates of teaching efficiency.

Oliva [218] has described an effective teacher as one: who is fully prepared in his or her subject, has a broad general education, understands the role of a school in the society, holds an adequate concept of himself or herself, understands basic principles of learning process, demonstrate effective techniques of instruction, efficiently handles the management of the classroom and possesses personal characteristics conducive to the success in the classroom. In addition, Kaul [167] conducted a factorial study of certain personality variables of popular teachers in secondary schools. He found that the popular teachers had a favorable attitude towards teaching in schools and so they may be expected to maintain a state of harmonious relationship with their pupils characterized by mutual affection and sympathetic understanding. He also found that popular teachers were effective in their work as teaching. A similar list has been developed by Henson [140] of an effective teacher as one who is interested in students as individuals, has patience and is willing to repeat, displays fairness, explains things thoroughly, is humorous, is open minded, is informal, does not feel superior, knows the subject, is interested in the subject and is neat in appearance.

In 1975 the Council on Teacher Education (COTE), lead a project to identify competencies most essential to all teachers. The 23 generic competencies were grouped into five major categories namely communication skills, basic knowledge, technical skills, administrative skills and interpersonal skills. The State of Florida has included the 23 generic competencies in state
policies requiring all personnel to demonstrate them in order to be certified as a teacher in the state [220].

George [112] has enumerated teaching competencies as, gaining pupils attention, explaining and narrating, giving directions, asking and adapting questions to pupils, recognizing pupils difficulties of understanding, quality of voice and speech habits, use of non-verbal cues, holding pupils' attention, gaining pupils' participation, controlling pupils and use of aids (blackboards and illustrating material). Passi and Lalitha [233] in addition to the studies conducted abroad have identified twenty-one teaching competencies in Indian situation. These twenty-one teaching competencies were grouped under the following major headings: planning skills, presentation skills, managerial skills, closure skills, and evaluation skills.

Maheshwari [187] observed the classroom verbal interaction pattern of effective and ineffective teachers and found that effective teacher involved in more creative teaching models. In addition, Gupta [129] found that high effective teachers were more effectothymic, more intelligent, having more ego strength, more surgent, more self-sentiment, less guilt prone and less suspicious. In addition, Singh [277] reported that most prominent needs of superior teachers were nurturance, achievement, counteraction and aggression. He found that Inferior teachers, in comparison to superior teachers lack self-confidence in teaching and solving problems.

Centra [55] stated that the key attributes of effective teacher are: communication skills and speaking ability, favorable attitudes toward students, knowledge of the subject, good organization of the course and subject, fairness in examinations and grading, flexibility, encouragement of student thought, interest in and enthusiasm for subject, and preparation for class. In particular, the two attributes, enthusiasm and preparation for class, had a larger teaching value. Doyle [92] defined successful teachers are those who maintained high level of student work involvement and low level of disruptions in their classrooms. In addition, Dasgupta [80] studied that organization of teaching learning process and out of school activities have an impact on the efficiency of the teacher. In addition, Jain [155] reported that intelligence; creativity and interests were characteristically inter-related in promotion of proficiency of teaching.
Gray and Gerrard [124] in a survey of 264 teachers suggested 16 teaching competencies. These competencies are relationship with class (good rapport), willingness to be flexible, effectiveness in controlling his class, capacity to perceive the words from the students' point of view, personal adjustment and character, influence on students' behavior, knowledge of subject matter and related area, ability to personalize his teaching, extent to which his verbal behavior in classroom is student centered, extent to which he uses inductive methods, amount his students learn, general knowledge and understanding of educational facts, civic responsibility, performance in student teaching, participation in community and professional activities, and years of teaching experience.

Jangira [157] has mentioned teaching skills required of a teacher as under: writing instructional objectives, organizing the content, creating set for introducing the lesson, introducing the lesson, structuring classroom questions, question delivery and distribution, response management, explaining, illustrating with examples, using teaching aids, stimulus variation, reinforcement, management of the class, pacing of the lesson, promoting pupil participation, use of black board, achieving closure of the lesson, giving assignments, evaluating the pupil's progress and diagnosing pupil-learning difficulties and taking remedial measures. In another study Mann [190] established that more successful teachers, in comparison to less successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relation, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life and effective in adjustment.

Mathew [193] through factor analysis found twelve factors, which included competency of teacher's concern for students, using audio-visual aids, professional perception, giving assignments, illustrating with example, introducing logical exposition, classroom management, use of questions, initiating pupil participation, use of blackboard, achieving a closure and recognizing attending behavior of students.

Balachandran [26] arrived at the conclusion that the factors of teaching effectiveness from classroom point of view are subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivating, concern for the
student's progress and informal academic help. Jangira and Ajit [156] have also given a list of teaching skills to be applied at many levels for teaching many different subjects. Those teaching skill have also been tried out to reach at certain level of competence in classroom teaching. In addition, Bhagoliwal [34] found that teachers that are more effective were characterized by fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a superior capacity for imaginative and original thinking.

Passi and Sharma [232] identified fourteen teaching competencies for the teaching of Hindi at higher secondary stage. These teaching competencies were: giving assignment, loud reading, asking questions, introducing lesson, managing classroom, dealing with pupil's responses, clarification, presenting verbal mode, using blackboard, using appropriate reinforcement, achieving closure, probing questioning, creating interest and improving pupils reading behavior. Pachauri [227] also found that reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense and possessed more anxiety. Further, less intelligent, imaginative, and trusted teachers with high aggression were better in teaching. Qadri et al. [241] conducted a study on desirable qualities in ideal secondary school teacher. They administered their questionnaires to fifty-five headmasters of high school. The desirable qualities of teachers identified by them are life long quest of knowledge, cordial relations with colleagues, proud of their profession, cheerful, interest in the welfare of his students, fair in dealing, honest, resourceful, and sympathetic to students.

Brown and Armstrong [46] identified the following basic skills of explanation:

- Clarify and fluency- through defining new terms clearly and appropriate use of explicit language,
- Emphasis and interest- making good use of voice, gestures, materials, and paraphrasing,
- Using examples-appropriate in type and quality,
- Organization- presence of a logical sequence and use of link words and phrases,
- Feedback- offering a chance for pupils to ask questions and assessing learning outcomes.

Similarly, Hooper and Page [146] found the following attributes were most highly correlated to teaching effectiveness among undergraduate commerce students: material was presented in a
clear and well-organized manner; instructor was well prepared, and stimulated to think about the subject. The attributes that were least correlated with teaching effectiveness included, the instructor’s availability outside of class, a positive environment for students’ questions, and whether the instructor related the subject matter to the real world. Tharyani [290] studied that intelligence and knowledge in their subject areas was found to be the best predictors of teacher effectiveness.

UNESCO [300] observed that a teacher has to make students literate in terms of reading, writing and arithmetic along with maintaining harmony between school and community. To make students functional and accountable members of society is the primary duty of the teacher. The teacher's role requires the teacher to make certain students' physical well-being, encourage skills and competency in literacy and numeracy, ensure cognitive, social, moral and emotional growth of students by helping in growth of basic skills and attitude, make students aware of the world community by imparting knowledge of culture, nourish creative and critical abilities, help each student achieve full self-actualization, and act like a role model and be accountable to the community and parent.

Callahan [52] explain that certain characteristics are indispensable for an effective teacher. There are: he is intelligent, he is in command of his subject, he knows how to communicate his subject to students, he is able to establish and reach objectives, he uses method effectively, he varies instruction to hold student interest and to allow for individual differences, he understands and likes students, he is able to motivate students, he can accurately appraise student readiness for learning, he plans effectively and he has an effective teaching personality. While Walberg [306] in his research has said effective teacher are able to create classroom that students perceive to be inviting, task-oriented and well organized.

Bennett [29] identified the skills and competencies required for effective primary teaching. The list is as follows: to be thoroughly conversant with the subject matter, to be skilled in diagnosis of children's understanding and misconceptions, to differentiate curriculum in relation to the range of pupil attainment, to be skilled in task design and choice of tasks whose intellectual demands are appropriate to each child's capabilities, to portray curriculum in representations adequate to
each child, to organize classroom settings conducive to high pupil involvement, to monitor a variety of classroom events simultaneously and act accordingly, to create and maintain good social relationships, and to relate and work with parents. Bolin [37] stressed on developing decision-making competency by stating that teacher’s opinion in ascertaining goals and objectives of school must get respect. In addition to teaching, teachers act as team leaders, action researchers, curriculum developers, and in-house trainers.

Gutkin and Reynolds [130] pointed effective teachers provide effective demonstration; give clear redundant explanation of complex material, and present specific and clear examples and analogies while directing student's attention to key ideas and relevant attributes. They also model appropriate responding and vary the pace and length of the presentation with the nature of the content. According to Anderson [14] an effective teacher is one who quite consistently achieves which either directly or indirectly focuses on the learning of their students. They also found that effective teachers should have basic command of his subject matter and must keep abreast of his/her field, communicate effectively at the level of comprehension, must have acquaintance with psychological principles and be able to make practical use of them in teaching. Above all, teacher must have desire to improve.

Sharma and Kumar [269] reported relative importance of teaching skills and said that teaching being a complex act requires optimum level of understanding and expertise in various teaching skills. They listed the fourteen teaching skills as important and of them important were: promoting pupil participation, using teaching aids, questioning, and the least important were closure, pacing the lesson and set induction. Louis [183] emphasized on teamwork, which is needed in every sphere of life; more so on professional front. He observed that collaboration with peers increases effectiveness of classroom teaching. Teamwork promotes cooperation and healthy competition among teachers leading to increased professional efficiency. Mortimore [209] pointed out that effective teaching skills are under following categories: Analytical, Assessing, Evaluative, Managerial, Organizational, Presentational, and Synthesizing.

Raju [243] found planning, presentation of lesson, closing, evaluation and managerial dimensions are the best predictors of teachers' teaching competency. Whitty [309] identified professional
competence, which includes knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system and the teacher’s role. Professional competence also necessitates skills such as subject application, classroom methodology, classroom management, assessment and recording and undertaking a wider role. Ovando [224] found that teachers with leadership competency are more innovative and exude positive effect in the classroom. For Edward et al. [96] core competencies of teacher include abstract thinking, problem solving ability, encouraging teamwork and above all effective communication. Wong [312] claimed that positive effect on student learning is observed when there is a strong bond of fellowship between principal and teachers. Collaboration among teachers increases personal understanding and enhances adaptability for teamwork [181].

Hopkins and Stern [147] yielded this list of characteristics of excellent teachers:

- Passionate commitment to doing the best for students,
- Love of children enacted in warm, caring relationships,
- Pedagogical content knowledge,
- Use of a variety of models of teaching and learning,
- Collaborative working style with colleagues,
- Reflective practice.

According to Borich [40] effective teacher is defined by those behavior patterns that promote desirable student performance, such as good grades scores, better attitude towards school, and improved thinking skills.

Effective teachers use clear and varied methods of presentation, provide corrective feedback, emphasize academic instruction, maintain students task engagement in academic activities for most of the classroom, manage, and organize classrooms as efficient learning environments, implement classroom rules and procedures and keep the pace of instruction moving smoothly [75]. According to Sadker and Sadker [257] good teachers are those: who know their subject matter, are organized, spend the major part of class time on academic activities, structure learning experiences carefully, clearly present both directions and content information, maintain high student interest and engagement, ensure that students have sufficient time to practice skills,
involve all students in discussions (not just volunteers), ask both higher and lower order questions as appropriate to objectives of the lesson, use adequate wait time, provide clear academic feedback, teach content at a level that ensures a high rate of success, vary student activities procedures, hold high expectation for students, are enthusiastic about teaching and their subject matter, have high record for students and treat them with respect, connect new learning to prior knowledge, develop rather than shallow knowledge, and build classroom-learning communities.

Government of the Punjab [120] conducted a study to identify the required competencies of elementary teachers, secondary teachers and teacher's trainers. They found that indispensable personal competencies of secondary school teachers and teacher trainers are, caring, tolerance, knowledge of subject matter, relationship with parents, patriot, clear voice, impressive appearance, curious to learn, optimistic, adaptable/flexible, fair in dealing, relationship with students, relationship with parents, and credibility, while they consider "self assurance", relationship with colleagues, broad scholarship, relationship with colleagues, broad scholarship, excited for work, speech fluency, encouraging and supportive, warmth and humor and high expectation for success. Indispensable professional competencies required of teachers are: diagnosis of learners, monitoring students progress, planning and preparation for lesson, introduction of the lesson and time management, while lesson presentation, business like questioning, use of variety of methods and classroom behavior as desirable professional competencies required by secondary school teachers.

Simplicio [276] stated that effective teachers deploy new and creative approaches to everyday instruction. In addition, effective teachers constantly seek new ways to improve their abilities and they eagerly explore alternative avenues that can lead to greater insights. Mangla [189] elucidated that classroom management is of utmost importance to a teacher. For dealing with the problems of student’s behavior in secondary schools, in-service programmes should be designed in such a manner that help is extended to teachers and administrators in dealing with behavioral problems of students.
After a review of the teacher effectiveness literature, Sammons [261] concluded that effective teachers are associated with the following characteristics:

- They teach the class as a whole,
- They present information or skills clearly and animatedly,
- They keep the sessions task-orientated,
- They are non-evaluative and keep instruction relaxed,
- They have high expectations for achievement and give more homework, pace lessons faster and create alertness,
- They relate comfortably to students and in such reducing behavior problems,
- Emphasize academic goals,
- Make goals explicit and expect students to be able to master the curriculum,
- Organize and sequence the curriculum carefully,
- Use clear explanations and illustrate what students are to learn,
- Ask direct and specific questions to monitor students’ progress and understanding,
- Provide students with ample opportunities to practice,
- Give prompts and feedback to ensure success,
- Correct mistakes and allow students to use a skill until it becomes automatic,
- Review work regularly and hold students accountable for their work.

Teachers exert a great influence on the society. Danielson [77] admitted that influence of the teacher operates in classroom, school and beyond, and in the society. Teacher can act as an ambassador of change by transmitting, transecting, and transforming knowledge for a better society. Coggshall [65] uses the term teacher quality as a catch-all term encompassing many aspects of what makes teachers ‘good’ at what they do. It includes concepts such as teacher effectiveness but also teacher qualifications, expertise, capacity, performance and more. Teacher effectiveness is more narrowly defined with a focus on teachers’ contributions to student outcomes.

Karacaoglu [165] aimed to determine the teacher’s competencies Turkey needs in the European Union harmonization process. The research used Delphi technique to determine the teacher’s
competencies. Delphi application was completed by participation of 37 experts. Removal and combination of overlapping opinions was done and hence 137 competency items were obtained. The competencies were divided into four competency categories, which are as follows:

1) Competencies regarding Professional Knowledge,
2) Competencies Regarding Field Knowledge,
3) Competencies Regarding Improving Oneself,
4) Competencies Regarding National and International Values.

Vegas and Petrow [303] categorized the variables that influence teacher effectiveness as follows:
- Student characteristics and behaviors,
- School and teacher characteristics and behaviors,
- Organizational factors.

According to Tournaki et al. [293], teacher effectiveness is comprised of three factors, namely Planning and preparation, Classroom Environments, and Instruction. When effective teachers use the above-mentioned methods of teaching, the classroom becomes what Greenberg [126] calls “a laboratory for learning”. According to Darling-Hammond [79] teachers that are more effective generally possess the following qualities: strong general intelligence and verbal ability, strong content knowledge in the fields they teach, knowledge of how to teach others in that field, an understanding of learners and their learning and development, and adaptive expertise that will allow them to make judgments.

Voss et al. [304] in their study done with critical incident technique (CIT) identified 10 teacher qualities that make the students happy or unhappy. They are approachability, empathy, enthusiasm, expertise, fairness, friendliness, helpfulness/attentiveness, openness, reliability, and teaching skills. Hamdan et al. [133] studied the teaching competency and dominant characteristics of 309 teachers from different secondary / primary schools in Johor Bahru. Factor analyses of the instrument with various samples revealed 19 stable subscales under four scales. Skills Scales were divided into seven sub-scales. These sub-scales were subject knowledge, teaching prowess, classroom management, updating knowledge, instructional planning, teaching
effectiveness, and teaching and learning’s progress evaluation. Concern for School Scales was divided into five sub-scales. These sub-scales were school vision and mission, objectives and goals, school policy and system, collegiality and commitment. Scales on Concern for Student were divided into four sub-scales. These sub-scales were student needs, academic performance, motivation, and behavior. Concern for Self Scales was divided into three sub-scales. These sub-scales were self-development, self-management, and performance standard. The most dominant competency of the teachers was in Concern for School Scales followed by Skills, Concern for Self, and Concern for Students.

Different researchers have identified different competencies for effective teaching. Some researchers have emphasized on cognitive competencies for effective teaching. While some reported that personality was most important in predicting success in student teaching. Few researchers have identified important competencies required from student perspective. Some of the skills identified were common for teachers at all levels. Classroom management competencies have been emphasized by most of the researchers. Some of the important studies have identified major categories of competencies essential to all teachers, which were also named as indispensable personal and professional competencies. Literature on management teachers was limited and is presented in the following section.

2.3.2 Studies on Management Teachers

As per the literature there were very few studies done on management teachers. According to Frost and Fukami [106] management professors should have a solid base of knowledge about dimensions of effective management teaching since their teaching context and the subjects they teach are unique. Ezenwafor [98] identified major competencies required of business teachers to include mastery of the teaching subjects, interest and enthusiasm in the field, skills in utilizing information and communication technology facilities, effective communication skills, proper use of suitable teaching methods and instructional materials.

Simendinger et al. [275] have identified 29 attributes of a business schoolteacher and worked out ranking for each attribute in four different universities. The most important among them include: sharing of current knowledge, fairness, creation of an atmosphere that encourages uninhibited
questioning, giving worthwhile and relevant information, providing practical examples, effective communication of the material, thorough preparation, interest in students' learning, passion and zeal about learning, keeping the student engaged, being well-organized, setting of expectations about grades in the beginning itself, accessibility to the students, providing clear and constructive feedback to the students, and positive rapport with the students. The other attributes include challenging the students to think, setting expectations about course content, encouraging students to excel and setting high standards, ability to teach to different levels and experiences, flexibility, self-confidence, professionalism, meeting course objectives, effectively selling the values of the class, diverse teaching and delivery mechanisms, effective research, and bringing research into classroom. It is interesting to note that, two attributes- research and introduction of research findings into classrooms, which are often given most importance by business schools in faculty recruitment, are surprisingly ranked last. The work of Simendinger et al. [275] did not aim at constructing a standard scale although the identified attributes qualify to be items in such a scale.

Guntuku and Meesala [127] in their research identified qualities and behaviors of a competent management teacher and developed a research scale to measure his/her competency. The scale consisted of 36 items with five subscales. The subscales were teacher career development, student domain capability development, teacher personality development, student personality development, and teacher's delivery. This scale can be used for any further research concerning the competency of management teachers, particularly in India.

It can be seen that there is limited literature available on competencies required for effective teaching in management education. It can be seen that the researchers have given most of the management teacher competencies that can stimulate thinking of students, make them more capable, and prepared for business world.

From literature give above the competencies required for effective teaching have been identified and listed in the following section.
2.4 Competencies identified from literature review

Competencies are those personal and professional characteristics or attributes of a teacher, which have specific requirements of teaching profession. These make teaching learning environment more effective, conducive and learner friendly. Competencies are essential for carrying out personal and professional activities successfully. A mixture of knowledge, skill, attitudes, and personal characteristics guides the professional behavior. Information, skill, and attitudes as per demand of profession are called competencies [264].

According to Bhargava and Paty [316] competencies are also classified as Personal and Professional. In both cases, competencies overlap each other. Teacher is a professional who lends distinct touch to profession by his personal traits. When these personal traits align with professional competencies, they help the teacher in inspiring young minds to excel in the field of their choice. Hence, it can be seen that both personal and professional competencies have been considered together for effective teaching. Knowledge, skill, and attitude in itself are a conglomeration of personal and professional competencies. They together determine the teaching competency level of a teacher. Hence these personal and professional competencies complement each other. The study has not focused on competencies required for doing works such as Research, Consulting, Examination Paper Setting and Evaluation etc. The focus of the study was on “Teaching Competency”. Through literature review, set of Personal and Professional Competencies were identified as follows:

2.4.1 Personal Competencies

A list of personal competencies were identified through literature review on what should be personal characteristics a teacher.

2.4.1.1 Communication

In many respects, clear and precise communication lies at the very heart of teacher effectiveness. Effective communication requires that teachers posses a thorough knowledge of both their subject matters and their students. Good communication helps to build a bridge between students
and matters, enabling teachers to make the subject matter understandable to their students. Poor communication can make learning even the most simple and straightforward subject matter far more difficult. In this regard, it is important to remember that the larger the educational "gap" between teachers and students, the more likely it is that poor communication will exist [14].

According to Sprinthall et al. [283] teachers communicate expectations to students verbally and non-verbally. Simendinger [275] in his research has identified effective communication as an attribute for effective business teacher. Hence, Communication has been considered a very important competency for effective teaching by many researchers. Communication involves speaking, writing, presenting oneself, listening, as well as communicating non-verbally. In the following section, each competency is discussed.

Primarily verbal communication is most important. Darling-Hammond [79] have emphasized on verbal ability of a teacher. According to Allen and Ryan [8] "completeness of communication" is important for an effective teacher. Henson [140] further adds by saying effective teacher should “explain things thoroughly.” Centra [55] and Balachandran [26] emphasized on "communication skills and speaking ability." Clarity and fluency has been considered very essential by many researchers such as Rosenshine and Furst [255], Passi and Sharma [232], Brown and Armstrong [46], Gutkin and Reynolds [130], Government of Punjab [120], Sammons [261], and Tournaki et al.[293]. Anderson [14] further adds by saying effective teacher should "be able to communicate his knowledge effectively to others at the level of comprehension." George [112] asserted on "explaining and narrating, quality of voice and speech habits." Ojha [217] and Mann [190] have emphasized on expression. Callahan [52] further adds that an effective teacher is one who “knows how to communicate his subject to students.”

According to Edward et al. [96] most important competency for teacher is effective communication. Reynolds [246] further adds that there should be maximum communication between teacher and student. Hooper and Page [146] and Jangira [157] have emphasized on written communication saying material should be presented in a clear and well-organized manner. Many researchers have emphasized on presentation skills such as Passi and Lalitha [233], Passi and Sharma [232], Mortimore [209], Raju [243] and Government of Punjab [120]. Gutkin and Reynolds [130] further adds by saying effective teachers should "present specific
with a clear examples and provide effective demonstration." According to Crowl, et al. [75] effective teacher should "use clear and varied methods of presentation." Sadker and Sadker [257] asserted that matter should be clearly presented both in directions and in content information. According to Sammons [261] an effective teacher presents information clearly and animatedly.

In addition to verbal communication, **non-verbal communication** is also very important for an effective teacher. According to Sprinthall et al. [283] "it is important to be aware of the way you communicate expectations nonverbally because students' performance is often influenced by a teacher's subtle, as well as not-so-subtle and blatant approaches". In addition, Allen and Ryan [8] and George [112] have emphasized on silence and non-verbal cues. Last but not the least, being a good **listener** is a recurring theme in the discussion of communication capabilities. Kottler et al. [173] summarized the importance of listening in the communication process as, "Listening to and responding to authentic feelings and ideas." In order to be a good listener, Norton [214] asserted that effective teachers should be attentive and not dominant.

Hence, Communication Competencies identified through literature review are Listening Skills, Precision in verbal communication, Precision in written communication, Presentation Skills, and Non-verbal cues.

### 2.4.1.2 Emotional Competencies

Emotional stability of a teacher is most essential, a teacher should be able to manage their positive and negative emotions and should be able to understand and manage the effect of those emotion on others especially students. It helps to intervene and solve problems at an early stage itself.

Primarily an effective teacher should have adequate **self-knowledge**. A teacher needs awareness of his/her feelings, values and attitudes as a teacher, awareness of his/her behavior and how others see them [230]. Consistent and constructive feedback from students, colleagues, and school authorities facilitates a teacher in better self-evaluation of his/her abilities. Those with good EI (Emotional Intelligence) have no hesitation in taking feedback from others and then working upon it to continuously evolve their performances. Teachers with high EI competencies
are optimistic, adaptable, collaborative, confident, authoritative, open, approachable and enthusiastic [208]. They have better impulse and self-control [199]. In addition, Mann [190] emphasized on emotional maturity of a teacher. Pachauri [227] also found that reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense and possessed more anxiety. Hence, an effective teacher cannot be easily provoked; they are more controlled and mature.

Teacher persistence helps foster effective teaching. Thomas Edison once commented, "The difference between coal and diamonds is that diamonds stayed on the job longer." Teacher persistence is not a panacea. However, thoughtful and determined persistence can make the difference between teachers who struggle and only last a short time in the profession, and those who continue to grow professionally, and make a substantial positive impact on their students. Persistence is critical for teaching excellence. Haberman [131] identified persistence as the first of fifteen "functions" of "star" teachers of children in poverty. Teacher persistence may be important because it influences many factors related to effective teaching. These include teachers’ expectations for students, development of teaching skills, efficacy beliefs, response to setbacks, reflection, use of reform-oriented teaching practices, and responsiveness to student diversity. While teacher persistence is important with all students, it is especially important with students about whom others have lower expectations, and who may have low expectations of themselves [116]. An effective teacher should have patience, and according to Henson [140] effective teacher should have patience and should be willing to repeat. Allen and Ryan [8] also has emphasized on planned repetition. In addition, Kalandaivel and Rao [161]asserted effective teacher should re-teach the lesson when not understood.

An emotionally intelligent teacher can easily cope up with stress. According to Salami [260] effective teachers are more responsible and cope better with stress. In educational sector, stress is increasing day by day, because teaching young people is not only arduous work, but can be dangerously stressful. Anxiety due to school reform efforts, minimal administrative support, poor working circumstances, lack of involvement in school decision making, and lack of resources have been identified as factors that can cause stress among educators [134]. In addition, Antoniou and Polychroni [15] reported that increased occupational stress among teachers had weakened the
efficiency of the teachers. The emotional stability of a teacher helps in avoiding emotional exhaustion and conflict with others which subsequently helps in better coping with stress and burnout thus improving performance [212] [260] [270]. Finding ways to deal with anger, fear, anxiety, and sadness and channelize emotions to a positive end is an essential sign of emotional competency.

Singla [278] during her study “A study of the occupational stress among employees from different careers of Chandigarh” found that doctors and teachers are highly stressed as compared to the employees from other professions. Both the teachers and the doctors face a significant amount of workload. It also revealed that females are more stressed as compared to male. Female teachers experienced significantly higher level of occupational stress, specifically with regard to interaction with students and colleagues, workload, student's progress and emotional exhaustion. A certain amount of stress in education is predictable, even constructive. The challenges of educating children will physically cause adrenaline levels associated with stress to increase. In addition, Jennings and Greenberg [158] has emphasized on stress handling capability of a teacher saying, "A teacher’s overall well-being and degrees of life stress in a teacher’s personal life might affect the performance of social and emotional abilities in the classroom."

Hence Emotional Competencies identified through literature review were: Self Knowledge, Being not easily provoked Persistence and Resistance to Stress.

2.4.1.3 Managerial Competencies:

Teachers have a huge role in satisfying the managerial role expected from the institute. So one of the most important competency is the managerial competency that will help university teachers to have a good relationship with their colleagues, theirs students, and other officials in order to help higher education to be better and performing. In this section the managerial competencies of a teacher have been discussed which will not only develop the teacher but also his/her students and ensure quality performance in higher education achieve what society needs. Passi and Lalitha [233]in their research identified twenty-one teaching competencies in Indian situation. One of the major areas for competency was identified as managerial skills. In addition, Mortimore [209]pointed out that effective teaching skill as managerial skill to coordinate the dynamics of
individuals, groups and classes. In addition, according to Raju [243] managerial dimensions are the best predictors of teachers' teaching competency.

One of the managerial competency identified by many researchers as very important competency is ability to change and adapt. According to Banerji [27], Centra [55], Gray and Gerrard [124], Government of the Punjab[120], and Simendinger et al. [275] an effective teacher should be flexible and he/she should be able to adjust. In addition, according to Mann [190] an effective teacher should be effective in adjustment. According to UNESCO (United Nations Educational, Scientific and Cultural Organization) [300] an effective teacher should encourage adaptability in a dynamic and ever-changing society. Darling-Hammond [79] asserted adaptive expertise in a teacher would allow them to make judgments about what is likely to work in a given context in response to students’ needs.

In order to have good managerial skills one has to have strong self-concept. According to Oliva [218], effective teacher should hold an adequate concept of himself or herself. An effective teacher should be responsible hence; willingness to take responsibility has been identified by different researchers as an important competency. Department of Education and Training [84] has emphasized on taking responsibility task saying effective teacher should “Empower team members to take responsibility for tasks. Effective teachers do not make excuses for student’s outcomes; they hold themselves responsible [9]. Also according to Salami [260] effective teachers are more assertive and more responsible and cope better with stress.

Another important competency identified by different researchers is risk taking ability. Department of Education and Training [84] in their report have emphasized on risk taking ability of a teacher saying, "Teachers are creative problem solvers who are willing to take risks in order to find new and enterprising solutions to educational issues and are inventive when developing educational programs". An important factor in a teacher’s risk taking is the capacity for experimental endeavor. As Feldhusen and Goh [100] observed, teaching is regarded as an experimental endeavor that entails risk. Risk takers are not afraid to try new ideas or to take risks with decision-making.
Other managerial competencies identified by researchers are **independence, taking initiative, and concern for standard**. Anderson et al. [13] in their report have emphasized on initiative and persistence saying it is "The drive and actions to do more than is expected or required in order to accomplish a challenging task." While according to Hamdan et al. [133] effective teacher has concern for performance standard. **Being Independent** raises happiness at work hence independence is an important competency for effective teaching. An effective teacher uses different strategies for effective classroom management for which Independence is required. A teacher being independent is more creative, happy, and responsible.

Hence, Managerial Competencies identified through literature review were Being independent, Taking Initiative, Strong Self-Concept, Willingness to take responsibility, Ability to Change and adapt, Concern for standard, and Risk Taking ability.

### 2.4.1.4 Mental Astuteness

When we talk about mental astuteness of a teacher, we are talking about competencies like practical intelligence, creativity, grasping ability, intuition, and judgment making skill. Practical Intelligence means sensibly react and tackle situations. Creativity means coming up with unique ideas or solutions – either one’s own ideas or ideas from another source. Grasping ability means grasping problems quickly and understanding the whole situation quickly. Judgment making skills means being able to make decision quickly by selecting one course of action from several possible alternatives.

**Creativity** to a surprise tops the list of competent teachers. Such teachers believe in using various creative channels while teaching. Intrinsic motivation takes learning to a higher level if freedom of expressions, thoughts, and emotions are endowed to students. Gardner [111] identified eight areas of intelligence i.e. verbal, linguistic, logical, mathematical, visual, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Gardner’s notion supported that creative and unique ways of learning need to be integral part of teaching learning process. Cropley [73] asserted that effective teachers demonstrate successful creative thinking in the way they facilitate creativity in their students. In more practical terms, Simplicio [276] stated that effective teachers deploy “new and creative approaches to everyday instruction.” Being a creative
teacher involves secondary dispositions such as risk taking, originality, curiosity, and problem solving. Many other researchers like Dosajh [91], Maheshwari [187], Jain [155], Bhagoliwal [34] and Pachauri [227] have also emphasized creativity as an attribute of effective teaching.

The other competency identified important by many researchers is **practical intelligence**. According to Sherry [272], Jain [155], Tharyani [290] and Callahan [52] intelligence was found to be the best predictor of teacher effectiveness. Also according to Mann [190], effective teacher should be realistic about life and effective in adjustment. When we talk about mental astuteness teacher's competency that is also important is **grasping ability**. Researchers like Banerji [27] and Mann [190] have emphasized on this competency. According to them, an effective teacher should have "quick thinking." **Judgment making skill** is the competency also considered important for effective teaching. The teacher uses his or her best professional judgment to decide which method; strategy and techniques will work best for a particular situation [87]. In addition, Bolin [37] stressed on developing decision-making competency by stating that teacher's opinion in ascertaining goals and objectives of school must get respect. In addition, Department of Education and Training [84] in their report have also emphasized on Judgment making skills saying that an effective teacher should "make consistent judgments on student progress and achievement based on a range of evidence."

Hence, Competencies for Mental Astuteness identified through literature review were Practical Intelligence, Creativity, Grasping ability, and Judgment making skill.

### 2.4.1.5 Personality

Callahan [52] explains personality as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual. The effective use of a teacher's personality is essential in conducting most classroom activities. The teacher whose personality helps create and maintain a classroom environment in which students feel comfortable and in which they want to learn is said to have a desirable teaching personality. Deiro [82] described it is observed that teachers have distinctly different personalities and different approaches to teaching. Some are strict and detached with high academic expectations; other is warm, spontaneous, and passionately involved. Some use traditional lecture modes for curriculum delivery; other use
cooperative learning or small-group strategies or a combination of several delivery strategies. Even with different personalities and teaching style, these teachers are making a difference in many students' lives. There are common traits and skill, these qualities could provide windows to understanding the personal characteristics that support and advance nurturing behavior.

Deva [85] reported that personality was the most important and intelligence was the least important in predicting success in student teaching. In addition, Callahan [52] asserted that a teacher should have an effective teaching personality. Effective teaching personality includes competencies like having good insight, being complacent, having resilience, composure, and humor. The teacher should be patient, enthusiastic and energetic, self-satisfied, open-minded and should use self-disclosure to make better bonding with others. Insight means referring past while assessing present situation. Being complacent means always being satisfied with how things happen in one’s life. Resilience means change ones behavior easily after getting disappointed on certain thing. Composure means staying cool in any kind of conflicting situation. Patience means have high tolerance with people and processes. Personal Disclosure means revealing about oneself to others.

Department of Education and Training [84] in their report have emphasized on insight of a teacher saying, “Teachers should be insightful in analyzing their professional practice and can demonstrate evidence-based decision-making.” Tait [289] have talked about resilience as an important attribute for effective teaching saying, “Novice teacher resilience, bolstered by personal efficacy and emotional competence, may be key to helping beginning teachers become more capable, more confident, and more committed to teaching over the long term.” While Government of the Punjab [120] found that composure and tolerance are important attributes of effective teaching. According to Henson [140] an effective teacher should be open-minded. Rosenshine and Furst [255] and Sadker and Sadker [257] have emphasized on teacher being enthusiastic about teaching. Marston et al. [192], have addressed teachers who remained satisfied and even enthusiastic about their jobs are committed to both their students and their profession.

A number of experts have seen humor as an essential ingredient of being communicative. Booth-Butterfield and Booth-Butterfield [38] stated that the effective teacher should “skillfully produce
humorous messages on a regular basis in the classroom.” According to Henson [140], Qadri et al. [241], Banerji [27] and Government of the Punjab [120] humor have been identified as a very important attribute for effective teaching. Fusani [107] contends that teacher self-disclosure is a "rich personal source of student-faculty communication." Cayanus [54] argued for the use of teacher self-disclosure as an effective instructional tool to foster student learning. Research has suggested that teachers who personalize teaching through the use of humor, stories, enthusiasm, and self-disclosure are perceived by their students to be effective in explaining course content [49] [50] [213] [12] [62]. Hence, personal disclosure is also a characteristic of an effective teacher.

Life satisfaction competency, the cognitive component of subjective well-being, reflects contentment with one’s current life situation [234]. Measures of dispositional positive affect predict work performance across a range of professions [185]. Life satisfaction, which is related to and highly correlated with positive affect, has not been as extensively studied as a predictor of achievement, but at least one large, prospective longitudinal study has established its predictive validity for income [122]. Lyubomirsky et al. [185] offer two explanations for the causal role of well-being in determining success: “First, because happy people experience frequent positive moods, they have a greater likelihood of working actively toward new goals while experiencing those moods. Second, happy people are in possession of past skills and resources, which they have built over time during previous pleasant moods.”

Patience is another personal competency identified as important for effective teaching. According to Henson [140] an effective teacher is one who is interested in students as individuals and has patience. Complacent competency is also required, which means, "being pleased with oneself." Sometimes it's important for teachers to be complacent, to have good feeling for oneself then only a teacher can be positive and feel good about his/her students which is essential for effective teaching.

Hence, Competencies for Personality identified through literature review were Insight, Complacent, Resilience, Composure, Humor, Patience, Personal Disclosure, Being enthusiastic and energetic, Self-satisfied, Life-Satisfaction and Being Open Minded.
2.4.1.6 Time Management

Department of Education and Training [84] in their report have emphasized on time management skills of a teacher saying that effective teachers organizes, allocates and manages time, materials and physical space to support learning. In addition, Government of the Punjab [120] has emphasized on time management. While Jennings and Greenberg [158] found that effective teachers are likely to be more proactive.

Setting priorities is an essential and critical thinking skill. Priority setting is perhaps the most critical skill in good time management. It is very essential for effective teaching to prioritize all actions to achieve personal and professional excellence and thus leading to a better society.

Hence, Time Management Competencies identified through literature review were Priority Setting, Being Proactive, and Time Management skills.

2.4.2 Professional Competencies

The professional competencies identified from literature review have been discussed in the following section.

2.4.2.1 Academic Competencies

Academic competencies are one of the most essential professional competencies required for teaching profession. There are several competencies required in a teacher to be good academician. These very competencies have been discussed in this section.

First and foremost academic competency required for effective teaching is command over subject. This competency has been identified as an important competency by most of the researchers. The following researchers Debnath [81], Oliva [218], Henson [140], Centra [55], Gray and Gerrard [124], Balachandran [26], Tharyani [290], Callahan [52], Bennett [29], Anderson [14], Hopkins and Stern [147], Sadker and Sadker [257], Government of the Punjab [120], Hamdan et al. [133], Karacaoglu [165], and Darling-Hammond [79] found command over subject matter to be an important competency.
Next important competency identified by many researchers is planning and organizing. A teacher should be effective in planning and organizing work, this competency is not only required in professional life but it is also required in personal life too. According to Gilchrist et al. [114] there are three phases of a good teaching programme: you must decide on and clarify your goals; you must formulate a program, which gives promise of meeting those goals; and you must constantly check on how well you are achieving them. The researchers who emphasized on this competency were Gage [110], Passi and Lalitha [233], Centra [55], Jangira [157], Brown and Armstrong [46], Callahan [52], Walberg [306], Mortimore [209], Raju [243], Reynolds [246], Sadker and Sadker [257], Government of the Punjab [120], Sammons [261] and Hamdan et al. [133]. Also Tournaki et al. [293] asserted, “Teachers who are effective can succeed in planning and preparing their work. They also possess knowledge of their teaching materials and a clearly defined pedagogy. They are able to choose their instructional objectives, to create consistent instruction, as well as to evaluate student as they teach. However, teachers who chose teaching because of job security may not take much responsibility in planning and preparation and, therefore, the problems in education emerge.”

An effective teacher should have good analyzing and solving skills. This competency has been identified important by researchers like Gage [110], Mortimore [209] and Edward et al. [96]. A teacher should have a life long quest for knowledge and this competency has been found important by Government of the Punjab [120], Qadri et al. [241], Anderson [14], and Hamdan et al. [133] and Simendinger et al. [275]. An effective teacher should have learning orientation in order to grow on personal and professional front. The other academic competencies identified by different researchers are ability for detailing, dealing with complexity comfortably, ability to generate theories, using of concepts in analyzing situation, expertise in technology, and result orientation/ target orientation. Latterell [168] has emphasized that a good teacher should be able to explain every little thing in detail. According to Bull [51] an effective teacher should be able to deal more readily with the complexity. Hong et al. [145] in their research found an effective teacher should be able to improve and even create theories. COTE [220] has emphasized on technical skills of a teacher. Borich [40], Hamdan et al. [133] and Balachandran [26] emphasized on result orientation/ target orientation competency of a teacher. In addition, an effective teacher uses concepts in analyzing situation. For effective teaching, a teacher
should be able to use models or theories that explain a complex situation or problem for better understanding of students.

Among the authors who emphasized teachers’ professionalism, Rizvi and Elliott [250] identified teacher efficacy as one of the dimension. Cheung’s research reported, "Efficacious teachers are more likely to stay in teaching, put more time into teaching and show greater effort in classroom planning and organization and greater enthusiasm for teaching" [58]. He found that female teachers were significantly more efficacious than male teachers were and that years of experience were weakly but significantly related to levels of efficacy, educational level did not have a significant effect on the efficacy level of this group of teachers. Hence, Self-efficacy is one of the competency identified for effective teaching.

Entrepreneurship competency has its own importance. In order to be a role model in EE (entrepreneurship education) the teacher must have entrepreneurial knowledge, skills, a mindset, and entrepreneurial self-efficacy [94]. Typical entrepreneurial skills for student teachers are innovation, leadership, costumer focus and being able to observe and seize opportunities [240]. Adeyemo [4] lists typical entrepreneurial skills such as financial knowhow, self-motivation skill, time management and administrative skills. Entrepreneurship teachers as role models need an entrepreneurial spirit as a pillar that was characterized by Azarcher [24] by independence, risk taking, success seeking, creativity and internal locus of control. Heinonen [137] also suggested the need for an entrepreneurial mindset "Our starting point is that the teacher also has to act in an entrepreneurial way in discovering opportunities and innovatively exploiting them."

Hence Academic Competencies identified through literature review were: Ability for detailing, Analyzing and Solving Problems, Dealing with Complexity comfortably, Ability to Generate Theories, Using of Concepts in analyzing situation, Command over subject, Expertise in Technology, Learning orientation, Result Orientation/Target Orientation, Planning and Organizing, Self-Efficacy and Entrepreneurship.
2.4.2.2 Classroom Management Competencies

According to Honeyford [144] a major limiting factor in any classroom is the teacher. Not only do his character, personality, and competence play a large part in determining the atmosphere of the class, the sort of relationships that exist, the styles of communication and the rules and regulations governing the formalities, but the teacher also performs a key role in influencing the pupils' view of himself and the sort of progress he makes. Successful classroom management has been defined as producing a high rate of work involvement with a low rate of deviancy in academic settings [177]. To some considerable degree, teachers control their instructional effectiveness in the classroom. The passive teacher simply relies on the same old teaching techniques day after day. However, the active teacher who varies his/her day planning, different teaching strategies and techniques tends to achieve more success in teaching. Not only does this practice of different teaching techniques provide change for the teacher, it also serves as a motivation for students [87].

Gray and Gerrard [124] has also emphasized on effective Classroom Management focusing on the following aspects such as relationship with class (good rapport), effectiveness in controlling his class, capacity to perceive the words from the student’s point of view, influence on students' behavior, knowledge of subject matter and related area, extent to which his verbal behavior in classroom is student centered, extent to which he uses inductive methods, amount his students learn, general knowledge and understanding of educational facts, civic responsibility, and performance in student teaching.

Well-managed classroom did not result from magic, but that carefully established and maintained procedures were at work [257]. According to Sadker and Sadker [257] effective classroom managers never enter classroom late, from the very first day they teach about rules for appropriate student behavior. According to Jangira [157] an effective teachers should have proficiency in the following classroom management skills: writing instructional objectives, organizing the content, creating set for introducing the lesson, introducing the lesson, structuring classroom questions, question delivery and distribution, response management, explaining, illustrating with examples, using teaching aids, stimulus variation, reinforcement, management of the class, pacing of the lesson, promoting pupil participation, use of blackboard, achieving
closure of the lesson, giving assignments, evaluating the pupil's progress and diagnosing pupil-learning difficulties and taking remedial measures.

Crowl et al. [75] has also emphasized on classroom management skills such as provide corrective feedback, emphasize on academic instruction, maintain students task engagement in academic activities for most of the classroom, manage and organize classrooms as efficient learning environments, implement classroom rules and procedures and keep the pace of instruction moving smoothly. According to Arif [18] in order to create a classroom environment with maximum productive time utilization, the teachers must establish and maintain it through following teaching and managing practices so that instances of student disruptive behavior are reduced.

According to Sammons [261] effective teachers have following characteristics:

- They teach the class as a whole,
- They keep the sessions task-orientated,
- They have high expectations for achievement and give more homework, pace lessons faster and create alertness,
- Ask direct and specific questions to monitor students’ progress and understanding.

According to Tournaki et al. [293] effective teachers are viewed as experts in classroom management. Classroom management includes "non-instructional personal interactions" that happens within the classroom environment. Therefore, relationships can be formed where a teacher respects students as well as manages the classroom effectively. In addition, effective teachers develop student learning through interactive instruction. Effective teachers increase student's accomplishments by facilitating active learning. Questions, discussions, and other methods that aid learning are essential forms of instruction.

Many other researchers have emphasized on Classroom Management skills of a teacher. According to Rosenshine and Furst [255] an effective teacher should give student opportunity to learn criterion material, use student’s comments, criticism and give direction, use structuring comments, and use different types of questions. Debnath [81] asserted on mastery of the method
of teaching, sincerity in teaching, proper use of aids and appliances in teaching and the art of questioning were the important correlates of teaching efficiency. While according to Oliva [218] an effective teacher should demonstrate effective techniques of instruction, efficiently handles the management of the classroom and possesses personal characteristics conducive to the success in the classroom.

George [112] asserted on following skills of classroom management: gaining pupils attention, explaining and narrating, giving directions, asking and adapting questions to pupils, recognizing pupils difficulties of understanding, holding pupils' attention, gaining pupils participation, controlling pupils and use of aids (blackboards and illustrating material). Passi and Lalitha [233] in their research emphasized on evaluation skill. According to Doyle [92] there should be high level of student work involvement and low level of disruptions in their classrooms. Mathew [193] also emphasized on following classroom management skills: use of questions, initiating pupil participation, use of blackboard, achieving a closure and recognizing attending behavior of students.

According to Passi and Sharma [232] effective teacher should focus on giving assignment, loud reading, asking questions, introducing lesson, managing classroom, dealing with pupil's responses, clarification, presenting verbal mode, using blackboard, using appropriate reinforcement, achieving closure, probing questioning, creating interest and improving pupils reading behavior. While Callahan [52] in his research said that an effective teacher varies instruction to hold student interest and to allow for individual differences, teacher are able to create classroom that students perceive to be inviting, task-oriented and well organized. While according to Bennett [29] an effective teacher should organize classroom settings conducive to high pupil involvement, to monitor a variety of classroom events simultaneously and act accordingly.

Sharma and Kumar [269] emphasized on following aspects of classroom management: promoting pupil participation, using teaching aids and questioning that increases effectiveness of classroom teaching. While according to Whitty [309] effective teacher should focus on subject application, classroom methodology, classroom management, assessment and recording and undertake a wider role. Hopkins and Stern [147] emphasized on "usage of variety of models of teaching and
learning." According to Borich [40] effective teacher is defined by those behavior patterns that promote desirable student performance, such as good grades scores, better attitude towards school, and improved thinking skills. Government of the Punjab [120] also emphasized on use of variety of methods and classroom behavior as desirable professional competencies required by secondary school teachers, monitoring student’s progress, planning and preparation for lesson. Hamdan et al. [133] reported an effective teacher should efficiently handle the classroom. Mangla [189] elucidated that classroom management is of utmost importance to a teacher.

The classroom management competencies have been discussed in the following section. According to Jaikiran [154] effective teachers, leave lasting impressions. Student impression of teachers depend upon primarily the teacher’s depth of knowledge of the subject, his/her conduct both inside and outside classes and the overall relation with the students. However, the teacher’s appearance in terms of dressing, neatness, and mannerisms also influence learner perceptions. When teachers are aware about these and takes care in projecting a good image, it complements the academic stature he holds. Hence, impression management is the first classroom management competency. As stated by William Arthur Ward “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires,” so an effective teacher should be inspirational. Katzenmeyer and Moller [166] contend that teacher leaders are those that not only lead within and beyond the classroom, but also contribute to and influence the improved educational practice of teachers within their school. Teacher leaders are also described as those who create and oversee a successful team, equipping others with valuable resources to improve student achievement, according to Gabriel [108]. In addition Ovando [224] also in his research has emphasized on leadership competency. Hence, an effective teacher should have inspirational leadership quality.

Callahan [52] explains that the “best classroom environment is one that results in efficient learning”. Researchers has emphasized that for efficient learning discipline is a must in classrooms, which employs guidance and teaching techniques to encourage students to become self-directive and thus create an atmosphere conducive to learning. Gage [110], Doyle [92], and George [112] have emphasized on maintaining discipline in class. According to them, an effective teacher is one who maintained high levels of student work involvement and low levels
of disruptions in their classrooms. Hence, an effective teacher should emphasize on **firmness for self and others discipline**.

Another considerable part of classroom interaction involves the use of questions. “The teacher's attitude is reflected in the point and purpose of the use of questions. If these are seen as tricks and traps designed to catch out the unwary and inattentive, then they become a source of negative interaction. A quiz can have its place, particularly as a way of recapping a lesson, but in the main body of the lesson teachers' questions should be a source of feedback rather than friction. If the lesson is to go smoothly, they should also be short, specific questions requiring brief answers and responded to with praise if possible, with tact if not” [177]. According to Sprinthall et al. [283] “the common questioning approach is more like a game of Trivial Pursuit than education. How the questions are posed obviously makes a difference. A higher-order question is a query that requires the student to analyze and produce a reasoned response, not a mimic of the teacher's words. In other words, there is not an already prescribed factual answer to the question. Asking a student to name the year of the Columbus expedition is clearly a low-order question. Asking the student to explain why Columbus was able to convince the monarchy of a country different from his own to support his voyage calls for greater intellectual work, and thus it qualifies as a higher order question.”

Good questioning skills are very essential for effective teaching. As John Dewey said "To question well is to teach well." In the skillful use to the question more than anything else lies the fine art of teaching: “for in it we have the guide to clear and vivid ideas, and the quick spur to imagination, the stimulus to thought, the incentive to action”. Hence, the art of questioning can be related to **information seeking** competency of a teacher. This competency has been emphasized by Allen and Ryan [8], Rosenshine and Furst [255], George [112], Passi and Sharma [232], Hooper and Page [146], Sharma and Kumar [269], Government of the Punjab [120], and Simendinger et al. [275]. Another competency considered important for effective teacher specially business school learning is **ability to stimulate**; this competency has been emphasized by Hooper and Page [146] in their research.

**Cultural Competence** is another important competency for managing classrooms. Culturally competent practices include the ability to implement strategies to address and resolve racial and
ethnic disparities [33] [287]. Research findings have indicated that overall teachers feel at least somewhat competent in many components of cultural competence, including knowledge about cultural diversity and research reflecting the instructional needs of diverse student groups, and the use of effective strategies to teach minority students [169] [143]. Research has also found that teachers with higher levels of multicultural education have demonstrated higher levels of respect for cultural diversity, of perceived cultural competence, of preparedness about working with culturally diverse students, and have greater levels of engagement combating prejudice at school than teachers with less multicultural education [119] [143].

**Assertiveness** is defined as the practice of behaviors that enables individuals to act in their best interest, or stand up for themselves without undue anxiety, or to express their rights without denying the rights of others [6] [311]. More recently, assertiveness has been viewed as a measure of social competence or as an indicator of interpersonal communication competence. In America, assertive behaviors' are perceived as being more competent and attractive than unassertive behaviors' [138] [68] [253] and assertiveness is viewed as a characteristic of a competent communicator [313].

Hence, Classroom Management Competencies identified through literature review were Impression Management, Inspirational Leadership, Assertiveness, Firmness for Self and Others Discipline, Information Seeking, Cultural Competence and Ability to stimulate.

**2.4.2.3 Concern for Students Competencies**

Effective teachers not only have concern for their students but also work on increasing student’s achievement. According to Kalandaivel and Rao [161] effective teacher tries to reform problem of students and acts as a guide to the student. Teacher should be friendly [217] and should have sympathetic attitude towards student [81]. An effective teacher is interested in students as individuals [140] and is interested in the welfare of his students [241]. According to UNESCO [300] an effective teacher ensures students' physical well-being. Anderson [14] asserted an effective teacher is one who quite consistently achieves which either directly or indirectly focuses on the learning of their students. Effective teachers have passionate commitment to doing the best for students [147]. In addition, effective teachers have high record for students and treat them
with respect [257]. They relate comfortably to students and in such reduce their behavior problems [261]. Hence, an effective teacher always has concern for his students.

**Approachability** of a teacher to his/her students is an essential ingredient for effective teaching. According to Walberg [306] effective teacher should have positive and co-operative relationship with students and should be approachable. In addition, Hooper and Page [146] and Voss et al. [304] have emphasized on approachability of a teacher outside class. Another important competency for effective teaching is **motivating others**. Teachers should always be supportive and motivating. Negative reinforcements demotivate students. Teachers should instead provide appropriate and consistent reinforcement and motivation in the classroom. The class environment influencing student motivation includes effective use of praise, development of appropriate long-term and short-term instructional goals, setting realistic learning objectives and using a variety of methods to group students, instruct and evaluate them [18]. Also according to the following researchers Centra [55], Balachandran [26], Callahan [52], Government of the Punjab [120], Hamdan et al. [133], and Simendinger et al. [275] effective teacher should be able to motivate his/her students.

Hence, Concern for Students competencies identified through literature review was Approachability and motivating others.

2.4.2.4 Organizational and Occupational Competencies

Primarily Organizational and Occupational Competency identified is **occupational preference**. According to Qadri et al. [241] an effective teacher should be proud of his/her profession. A teacher should have good **organizational awareness**, as asserted by Oliva [218] and Hamdan et al. [133] and that teacher should understand the role of an institution in the society. He/she should be aware of Organization’s vision and mission, objectives and goals, policy and system. In addition, according to UNESCO [300] an effective teacher should be sensitive to the environment promoting harmony between the school and its community.

**Political Astuteness** in order to manage work and relations. According to Ruyck [256] an effective teacher should have a high degree of political skill, a heightened awareness of the
culture in which he or she works, as well as strong relationship building skills. Most important characteristics of an effective teacher are having integrity and ethical conduct, which is very essential irrespective of the type of job. The following researchers Kalandaivel and Rao [161], Henson [140], Centra [55], Balachandran [26], Qadri et al. [241], Government of the Punjab [120], Hamdan et al. [133], and Karacaoglu [165] have laid emphasis on Integrity and Ethical Conduct.

Hence, Organizational and Occupational Competencies identified through literature review were Occupational Preference, Organizational Awareness, Political Astuteness and Integrity and ethical conduct.

2.4.2.5 Social Competencies

The social functions of a teacher are very essential as a teacher prepares student for the society. The education imparted has to be tailored according to the needs of the society. A teacher has to develop good relation with all the stakeholders of education system, especially with the students. An important social competency of an effective teacher is collaborative influence. "In collaborative working environments, teachers have the potential to create the collective capacity for initiating and sustaining ongoing improvement in their professional practice so each student they serve can receive the highest quality of education possible" [239]. Collaboration among teachers increases personal understanding and enhances adaptability for teamwork [181]. In addition, in addition Wong [312] and Hopkins and Stern [147] have emphasized on this competency.

In addition, an effective teacher should be a team player. According to Pacific Policy Research Center [228] an effective teacher should demonstrate the ability to work effectively and respectfully with diverse teams. Louis [183] emphasized on teamwork, which is needed in every sphere of life; more so on professional front. He observed that collaboration with peers increases effectiveness of classroom teaching. Teamwork promotes cooperation and healthy competition among teachers leading to increased professional efficiency. According to Bennett [29], a teacher should create and maintain good social relationships. In addition to teaching, teachers acts as team leaders, action researchers, curriculum developers, and in-house trainers.
**Relationship Management** is very important for a teacher; it can be relationship with students or relationship with colleagues. According to Kaul [167], COTE [220], Mann [190], Qadri et al. [241], Bennett [29], Government of the Punjab [120], and Karacaoglu [165] relationship management is very important for effective teaching. Kaul [167] found that the popular teachers had a favorable attitude towards teaching in schools and so they may be expected to maintain a state of harmonious relationship with their pupils characterized by mutual affection and sympathetic understanding. Hence, an effective teacher should possess **sensitivity to others** competency.

**Delegation** is another important characteristic of an effective teacher. An Effective teacher should be able to delegate tasks easily. Faced with a growing administrative workload and responsibility for a variety of extra-curricular activities, many teachers find themselves in situations where they need to delegate tasks to colleagues. Therefore, delegation is important for a teacher [171]. According to Government of the Punjab [120] an effective teacher should be encouraging and **supportive**. According to Shermis [271] teachers who are able to use reflective practices will themselves be more attuned to using this strategy to help students think critically. Hence, an effective teacher should have **reflective thinking for others**.

**Conflict Management** is the next competency identified by researchers. Teachers with high emotional intelligence competencies have better communication skills, better abilities for conflict resolution [199] and problem solving, better impulse and self-control and higher self-esteem. The emotional stability of a teacher helps in avoiding emotional exhaustion and conflict with others, which subsequently helps in better coping with stress and burnout thus improving performance [212] [260] [270]. Teacher’s self-reported empathy had a better predictive value for teacher effectiveness as it helps in understanding the emotions of others, which leads to better interpersonal relations, and helps to deal effectively with conflicts [308].

Kennedy [168] speaks of poor interpersonal skills that may increase the risk of strong negotiation skills. He goes on to point out that almost every aspect of business and indeed human life involves **negotiation skills**, whether you are striking a deal, organizing a team working on a project, seeking a pay rise or a pay-off or simply settling such important matters as who is going to do the shopping or the household chores. So negotiation is one of the most important skills
required in workplace situations. A teacher should be good in this skill in order to teach this skill to his/her students. **Networking and Sociability** is a must competency in an effective management teacher. This competency is required in organizing seminars and workshop, also for attending seminars and workshop for professional growth. Vandam et al. [302] reported that teachers must have networking skills.

Hence, Social Competencies identified through literature review were Relationship Management, Sensitivity to Others, Being Supportive, Reflective thinking for others, Networking and Sociability, Delegation, Team Player, Conflict Management, Collaborative Influence and Negotiation Skills.

Summarizing all through extensive literature review, 69 teaching competencies were identified which were as follows:

**Table 2. 1: Competencies identified from Literature Review**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Competencies</th>
<th>S.No</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability for detailing</td>
<td>35</td>
<td>Life-satisfaction</td>
</tr>
<tr>
<td>2</td>
<td>Ability to change and adapt</td>
<td>36</td>
<td>Listening skills</td>
</tr>
<tr>
<td>3</td>
<td>Ability to generate theories</td>
<td>37</td>
<td>Motivating others</td>
</tr>
<tr>
<td>4</td>
<td>Ability to stimulate</td>
<td>38</td>
<td>Negotiation skill</td>
</tr>
<tr>
<td>5</td>
<td>Analyzing and solving problems</td>
<td>39</td>
<td>Networking and sociability</td>
</tr>
<tr>
<td>6</td>
<td>Approachability</td>
<td>40</td>
<td>Non verbal cues</td>
</tr>
<tr>
<td>7</td>
<td>Assertiveness</td>
<td>41</td>
<td>Occupational preference</td>
</tr>
<tr>
<td>8</td>
<td>Being enthusiastic and energetic</td>
<td>42</td>
<td>Organizational awareness</td>
</tr>
<tr>
<td>9</td>
<td>Being not easily provoked</td>
<td>43</td>
<td>Patience</td>
</tr>
<tr>
<td>10</td>
<td>Being open minded</td>
<td>44</td>
<td>Persistence</td>
</tr>
<tr>
<td>11</td>
<td>Being supportive</td>
<td>45</td>
<td>Personal disclosure</td>
</tr>
<tr>
<td>12</td>
<td>Collaborative influence</td>
<td>46</td>
<td>Planning and organizing</td>
</tr>
<tr>
<td>13</td>
<td>Command over subject</td>
<td>47</td>
<td>Political astuteness</td>
</tr>
<tr>
<td>14</td>
<td>Complacent</td>
<td>48</td>
<td>Practical intelligence</td>
</tr>
<tr>
<td>15</td>
<td>Composure</td>
<td>49</td>
<td>Precision in verbal communication</td>
</tr>
<tr>
<td>16</td>
<td>Concern for standard</td>
<td>50</td>
<td>Precision in written communication</td>
</tr>
<tr>
<td>17</td>
<td>Conflict management</td>
<td>51</td>
<td>Presentation skills</td>
</tr>
<tr>
<td>18</td>
<td>Creativity</td>
<td>52</td>
<td>Priority setting</td>
</tr>
<tr>
<td>19</td>
<td>Cultural competence</td>
<td>53</td>
<td>Proactiveness</td>
</tr>
<tr>
<td></td>
<td>Personal Competencies</td>
<td></td>
<td>Professional Competencies</td>
</tr>
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<td>---</td>
<td>---------------------------------------------------------------------------------------</td>
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<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>20</td>
<td>Dealing with complexity comfortably</td>
<td>54</td>
<td>Reflective thinking for others</td>
</tr>
<tr>
<td>21</td>
<td>Delegation</td>
<td>55</td>
<td>Relationship management</td>
</tr>
<tr>
<td>22</td>
<td>Entrepreneurship skill</td>
<td>56</td>
<td>Resilience</td>
</tr>
<tr>
<td>23</td>
<td>Expertise in technology</td>
<td>57</td>
<td>Resistance to stress</td>
</tr>
<tr>
<td>24</td>
<td>Firmness for self and others discipline</td>
<td>58</td>
<td>Result orientation/ Target orientation</td>
</tr>
<tr>
<td>25</td>
<td>Grasping ability</td>
<td>59</td>
<td>Risk taking ability</td>
</tr>
<tr>
<td>26</td>
<td>Humor</td>
<td>60</td>
<td>Self knowledge</td>
</tr>
<tr>
<td>27</td>
<td>Impression management</td>
<td>61</td>
<td>Self-efficacy</td>
</tr>
<tr>
<td>28</td>
<td>Independence</td>
<td>62</td>
<td>Self-satisfied</td>
</tr>
<tr>
<td>29</td>
<td>Information seeking</td>
<td>63</td>
<td>Sensitivity to others</td>
</tr>
<tr>
<td>30</td>
<td>Initiative</td>
<td>64</td>
<td>Strong self-concept</td>
</tr>
<tr>
<td>31</td>
<td>Insight</td>
<td>65</td>
<td>Team player</td>
</tr>
<tr>
<td>32</td>
<td>Inspirational leadership</td>
<td>66</td>
<td>Time management</td>
</tr>
<tr>
<td>33</td>
<td>Judgment making skill</td>
<td>67</td>
<td>Using of concepts in analyzing situation</td>
</tr>
<tr>
<td>34</td>
<td>Learning orientation</td>
<td>68</td>
<td>Integrity and ethical conduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>69</td>
<td>Willingness to take responsibility</td>
</tr>
</tbody>
</table>

The competencies identified included 31 personal competencies and 38 professional competencies. The following section gives the literature on impact of personal and professional characteristic of a teacher on teaching competency.

### 2.5 Studies on Impact of certain personal and professional characteristics of a teacher on teaching competency

There have been a number of studies on impact of age, gender, qualification, institute type, position, experience, and other factors on teaching competency. Like Passi and Sharma [232] conducted a study entitled “A Study on Teaching Competency of Secondary School Teachers” in which they studied the relationship between teacher’s demographic variables like gender and age and their professional competency. RajaGopalan [242] analyzed the relationship between success in teaching and gender, age and experience of the teachers. In the following section, impact of certain personal and professional characteristic of a teacher on teaching competency as identified by different researchers has been discussed.
2.5.1 Age

Different researchers had different finding about impact of age on teaching competency. According to Debnath [81] age was one of the significant determinants of teaching competency. Chayya [56] found that age of a teacher had a significant relationship with the effectiveness of teaching. Nair [210] also found that age had a positive relationship with teaching ability. Arora [19], from her study “Difference between Effective and Ineffective Teachers,” revealed that one of the determinants of teacher effectiveness is age of the teacher when he/she enters the profession. Padmanabhaiah [229] conducted a study on “Job Satisfaction and Teaching Effectiveness of Secondary School Teachers.” He reported that the variable age showed a great influence on teaching effectiveness. Bella [28] studied about “Professional competency and its impact on professional pleasure” and found that age influences professional competency.

Whereas some researchers found age, do not influence teaching effectiveness. Sheik [270] from his study concluded that age do not influence professional competency. Koundinya [174] conducted a study entitled ‘A study of Professional competency as a determinant factor in enhancing school effectiveness”. He found variables like age do not influence professional competency. McBer [194] found that teachers’ age did not allow us to predict their effectiveness as a teacher. This finding is also consistent with the notion that pupil progress outcomes are affected more by a teacher's skills and professional characteristics than by factors such as their gender, qualifications, or experience.

Onderi and Croll [221] conducted a study entitled “Teacher Self-Perception of Effectiveness: A study in a District of Kenya”. The aim of the study was to explore the existing levels of self-perception of teachers about their effectiveness based on the demographic and professional variables. The study revealed that there was no significant relationship of their perception about effectiveness and their age. Kanakala [163] conducted a study on “The Impact of Professional Competency and Creativity on Professional Pleasure” and found demographic variable like age do not influence professional competency.

Some studies emphasized on different age groups of teachers. According to Anbuthasan and Balakrishnan [11] their study concluded that there is significant difference between 25-35 of age
and above 35 years of age. The above 35 years of age teachers are better than 25-35 years of age. Chowdhury [60] found in his study that there is no significant difference in the overall effectiveness of secondary school teachers in terms of their age. Also he found that the mean score secondary school teachers up to 40 years of age are higher than their counterpart in different dimensions of teacher effectiveness such as attitude towards students, parents, colleagues, head of institution, use of motivation-reward and punishment and interest in all round development of students.

2.5.2 Gender

Different researchers had different views on gender influence on teaching competency. Gender does affect student evaluation found in many studies but does it affect teaching competency let us see what literature says. Nair [210] found that gender of a teacher does not affect the teaching ability. Chayya [56] investigated and found gender of a teacher had a significant relationship with the effectiveness of teaching. Dixit [89] from his study entitled “A comparative study of job satisfaction among primary school teachers” reported that creative male teachers were more competent in teaching. On the contrary Passi and Sharma [232] conducted a study entitled “A Study on Teaching Competency of Secondary School Teachers” and found Male and Female teachers did not differ in competency. Similarly Subbarayan [286] found no significant influence of gender of teacher on teacher effectiveness. Prakasham [237] studied effectiveness as a function of school organizational climate and teaching competency. In this study, he observed that there was no significant difference between male and female teachers on the tests of teaching competency.

Goyal et al. [121] conducted a study on “General teaching competency and attitude of economics teachers teaching at higher secondary level.” The major finding of their study was the teaching competency of male and female teachers do not show any significant differences. On the contrary, Mohapatra [207] found that there is significant influence of gender on teacher effectiveness. Whereas Rao and Savarna [245] found that gender has no significant relation with teacher effectiveness score. Also Pradhan et al. [236] found that there is no significant difference between teacher effectiveness of male and female secondary school teachers.
Bella [28] studied about “Professional competency and its impact on professional pleasure.” The major finding of the study was that there is no significant difference between male and female teachers of selected sample in possession of professional competency. In addition, Sheik [270] from his study entitled concluded that gender do not influence professional competency. On the contrary, Koundinya [174] from his study found male teachers are professionally more competent than female teachers are. Prasad [164] supported it from his study by reporting that there is a significant difference in teaching competence of male and female teachers. Shanavaz [288] also concluded from her study that male teachers were found to be more competent than female teachers were. Onderi and Croll [221] study revealed that there was no significant relationship of their perception about effectiveness and their gender. Kanakala [163] corroborated this viewpoint and found demographic variables like gender do not influence professional competency.

Amutha and Mohanasundaram [10] and Titus and Annaraja [291] reported that significant difference was found between male and female secondary teacher trainees in their teaching competency. Women teachers were found significantly higher on teaching competency than those of men teachers. According to researcher, this was attributed due to the women teachers nature that they are more duty consciousness, responsible, have more commitment, dedication and professional aspiration than men teachers do. On the contrary, Chowdhury [60] found that there is no significant difference in the overall effectiveness of secondary school teachers in terms of their gender. However, it was found that the mean score of female teachers are higher than their counterpart in the dimension of teacher effectiveness such as preparation and presentation of lesson plan, classroom management than their counterpart. Whereas the mean score of the male teachers was found higher than their counterpart in different dimension of teacher effectiveness such as attitude towards students, colleagues, head of institution, use of motivation reward and punishment and interest in all round development of students than their counterpart which may be due to their different favorable personality trait.

2.5.3 Qualification

When examining studies on teacher competencies in the literature, it is highlighted that qualifications like getting a high-level academic degree should be in teachers. Prasad [164], in his study evaluated professional efficiency of primary school teachers in school subjects and he
found that educational qualification job experience and attitude towards teaching had significant relationship with their professional efficiency. On the contrary, Sharma [268] from his study found that mere academic qualification could not be considered as the criteria, for success of a teacher. Haddad [132], in his study “Teacher Training: A Review of World Bank Experience” observed that academic qualifications of a teacher indicate their effectiveness. Though it is not necessary that high qualification lead to high efficiency there seems to be a high need of knowledge and skills that teachers must possess for teaching different subjects at different levels.

Chowdhary [59] in his study revealed that educational qualification was found to be related to teacher competencies. Idrisi [150] from his study entitled “A Study of teaching efficacy of teachers in relation to their locality, sex, grade experience and level of education” reported that highly qualified and averagely qualified teachers do not differ significantly in their teacher effectiveness. Whereas Bella [28] found educational and professional qualification influence professional competency of a teacher. Sheik [270] corroborated this viewpoint and concluded that educational qualification act as influencing factors to possess more professional competency. Also Koundinya [174] from his study found that teachers with high educational qualification are highly competent.

McBer [194] found that teachers' qualification do not predict their effectiveness as a teacher. This finding is also consistent with the notion that pupil progress outcomes are affected more by a teacher's skills and professional characteristics than by factors such as their gender, qualifications, or experience. In addition, Prasad [164] from his study “The influence of competence of teachers on their English teaching ability” found that there is no significant relationship between teaching competency and academic qualification of teachers. Achwarin [3] also investigated the relationship between teacher qualification and teacher competence in the three southern border provinces of Thailand.

Hamdan et al. [133] from his study “Teacher Competency among Malaysian School Teachers” concluded that there is no significant relationship between academic qualification and teaching competency. The finding of Kalita [162] corroborated this finding since her studies reported that graduate teachers are equally effective as postgraduate teachers. Chowdhury [60] also found that
there is no significant difference in the overall effectiveness of secondary school teachers in terms of their qualification.

### 2.5.4 Institution Type

Sheik [270] from his study entitled “A study of creativity and its impact on professional competency among Secondary School teachers” concluded that type of institution act as influencing factors for a teacher to possess more professional competency. On the contrary, Shanavaz [288] in her study “A comparative study of primary teacher’s competences belonging to DPEP and Non DPEP District of Karnataka” concluded that teacher’s competency is not influenced by locality and type of management of school.

### 2.5.5 Position

Padmanabhaiah [229] from his study on “Job satisfaction and teaching effectiveness of Secondary School teachers” reported that designation showed a great influence on teaching effectiveness. Bella [28] also supported it from his study “Professional competency and its impact on professional pleasure” concluding that designation influences professional competency. In addition, Koundinya [174] from his study found teachers with high designation are highly competent. On the contrary, Subbrayan [286] in his study found that Professors, Readers and Lecturers did not differ significantly from one another in respect of teaching effectiveness.

### 2.5.6 Experience

Several researchers like Joyamma [160], Saxena [263], Idrisi [150], and O’Conner [216] have highlighted a positive relationship between teacher effectiveness and span of teaching experiences. On the other hand, Mann [190], Subbrayan [286], Rosenhotlz [254], and Smith [281] have reported that there is no significant relationship between teaching experience and effective teaching.

Prasad [164] evaluated professional efficiency of primary school teachers in school subjects and found that job experience had significant relationship with their professional efficiency. Gupta
[128] found that there exists a negative relationship between teaching experience and teacher effectiveness. Whereas Haddad [132] observed that experience of teachers indicate their effectiveness. Subbrayan [286] found that teacher who had fifteen years or more of experience did not differ from those of less experience in general factors of teaching effectiveness. On the contrary, Padmanabhaiah [229] reported that experience of teachers showed a great influence on teaching effectiveness.

Lopez [182] concluded that 6 to 7 years of classroom experience is required for the development of teaching skills and teacher attain maximum effectiveness after 18 to 19 years of teaching. Bella [28] found that span of teaching experience influences professional competency. Koundinya [174] on the contrary in his study found variables like teaching experience do not influence professional competency. McBer [194] corroborated his view that teachers experience did not allow us to predict their effectiveness as a teacher. In addition, Shanavaz [288] concluded that teacher’s competency is not influenced by length of experiences. Onderi and Croll [221] in their study revealed that there was no significant relationship of their perception about effectiveness and their teaching experience. Hamdan et al. [133] also concluded that there is no relationship between teaching experience and teaching competency.

Lew [179] researched on the topic titled “The use of constructivist teaching practices by four new Secondary School Science Teachers: A comparison of New Teachers and Experienced Constructivist Teachers”. The study revealed that experienced teachers who are recognized as effective constructivist teachers performed much better than new teachers in most of the sub-categories of constructivist approach. However, in some categories the new teachers outperformed the experienced teachers. Chowdhury [60] found teachers do not differ significantly in terms of their experience. The study also revealed that the mean score of the secondary school teachers with 15 years or less teaching experience are higher than their counterpart in the dimension of teacher effectiveness such as academic and professional knowledge, use motivation reward and punishment and have interest in all around development of students.

It can be seen from the past studies that personal and professional characteristic of a teacher does influence teaching competency. Few researchers concluded that type of institution act as
influencing factor for teachers professional competency, on the contrary others concluded that teachers competency is not influenced by locality and type of management of school. According to some researchers it was identified there is a significant influence of experience on teaching competency, whereas others found no significant influence of experience on teaching competency. Few researchers investigated position and they reported that position showed a great influence on teaching competency, on the contrary very few reported that position do no influence teaching competency. Many researchers investigated impact of gender on teaching competency and few found significant influence of gender on teaching competency, whereas many found no significant influence of gender on teaching competency. Qualification was another important parameter investigated by different researchers. There were some findings with conclusion that qualification has a significant influence on teaching competency, whereas some finding with conclusion that qualification has no significant influence on teaching competency. Many researchers also investigated age, teachers were grouped in different age groups, and analysis was done. Some researchers found significant influence of age on teaching competency whereas some found no significant influence of age on teaching competency.

From the chapter it can be summarized that as observed different researchers have defined competency as "underlying characteristic" of an individual, which are a "cluster of knowledge, skills, and attitude" that results in "effective performance" in organization. When coming to teacher competency, as viewed by different researchers teaching competency are a set of knowledge, skills, attitude, personality configuration and the like of a teacher that facilitate intellectual, social, emotional, and physical growth in students. These competencies are needed by teachers for the act of instructing in an educational institution and are closely tied to the nature of the classroom. Different researchers have identified different competencies for effective teaching. Some of the important studies have identified major categories of competencies essential to all teachers, which were also named as indispensable personal and professional competencies. Literature on management teachers was found to be limited but researchers have given most of the management teacher competencies are related to stimulate thinking of students, making them more capable, and prepared for business world. It can be seen from the past studies that personal and professional characteristic of a teacher like age, gender, qualification, position,
experience, and B-School category does influence teaching competency. The following chapter gives the details of the research methodology used in the present study.