Chapter – 2

Review of Related Literature

2.1.0 Introduction

Man is the only creature that doesn’t need a new beginning in every generation; on the contrary one can take an advantage of the knowledge acquired over the countries, as contributed by different generations. It operates as continuous function over a period of time offering ever closer approximation to the truth. Human urge to find the truth stimulates search, research, maintaining a well-connected continuum over a time. This promotes enriched experience of the past for a forward move in the research.

One needs to look into the past work while drafting the new as its continuation of the previous work done. This process maintains a continuum of research work being taken forward. In doing so one has to overview and reviews the elements involved in the investigation such as, procedures process of methodology, analytical aspects and the results, and their implications being laced in their continuity. This way the review retains its relevance and continuity while constructing the knowledge critically.

According to Mouly (1963): “Review of related literature make sure to investigator that her problem does not exist in a vacuum and that considerable work has already been done on problems which are directly or indirectly related to his proposed investigation.” In other words, it facilitates continuum in lacing the research works.


2.2.0 Importance of Related Literature

The importance of the review of the relevant and related literature is well expressed in the words of Good, Barr and Scates (2012): “The competent physician must keep abreast of the latest discoveries in the field of medicine Obviously the careful student of education, the research worker and investigator should become familiar with the location and use of sources of educational information.”

According to V. Kumar (2009) “Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done.” Good, Barr and Scates (2012) described the following purposes of review of related literature:

1. To show whether the evidence already available solves the problem adequately without further investigation. It avoids the risk of duplication.
2. To provide ideas, theories, explanation of hypotheses valuable in formulating the problem.
3. It may suggest methods of research appropriate to the present problem.
4. It is important to locate comparative data useful in the interpretation of the results.
5. It certainly contributes to the general scholarship of the investigator.

There can be various reasons in including the review of related literature in writing the research report. Yogesh Kumar Singh et al (2005) observe: “The review of literature is essential due to the following reasons.

1. One of the earlier steps in planning the research work is to review the research done previously in the particular area of interest and relevant area quantitative and qualitative analysis of the research usually gives the worker an indication of the direction.
2. It is very essential for every investigator to be up-to-date in his information about the literature, related to his own problem already done by others. It is considered the most important pre-requisite to actual planning and conducting the study.

3. It avoids the replication of the study of findings to take an advantage from similar or related literature as regards, to methodology, techniques of data collections, procedure adopted and conclusions drawn. He can justify his own endeavour in the field.

4. It provides as sources of problems of study, analogy may be drawn from identifying and selecting his own problem of research. The researcher formulates his hypotheses on the bases of review of literature. It also provides the rational for the study, the results and findings of the study can also be discussed at length

The review of literature indicates the clear picture of the problem to be solved. The scholarship in the field can be developed by reviewing the literature of the field. Further, Yogesh Kumar Singh et al opine that the objectives of the review of related literature can be listed as follows:

1. It provides theories, ideas, explanation or hypotheses, which may prove useful in the formulation of a new problem.

2. It indicates whether the evidence already available solves the problem adequately without requiring further investigation it avoids replication.

3. It provides the sources for hypotheses. The researcher can formulate research hypotheses on the basis of available studies.
4. It suggests methods, procedures, sources of data and statistical techniques appropriate to the solution of the problem.

5. It locates comparative data and findings useful in the interpretation and discussion of results. The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the finding of the study.

6. It helps in developing the experts and general scholarship of the investigator in the area of investigation.

7. It contributes towards the accurate knowledge of the evidence or literature in one’s area of activity is a good avenue towards making oneself. This knowledge is an asset ever afterward, whether one is employed in an institution of higher learning or a research organization”.

Two important purposes, as suggested by Edvard L Vockell (1983), of review are as follows.

The significant reason in this review is to frame the hypotheses to be analyzed in the report into its legitimate connection. Auxiliary reason of the report is to provide the broader frame of the study and its rules with respect to where they can find to discover more data and acknowledging the work done by the earlier researchers on the concerned subject. Further, to show that the investigator is mindful of what is going ahead concerning the present and related topics.

Keeping in view of the above aspects one can say that, in order to be truly critically started. The literature related to the problem as it stimulates the thinking of the researcher. In the present study the review of the related literature was done to avoid repetition of any such study and to gain insight into the problem. Every effort has been made to quote the primary sources but where the primary sources were not within the reach of the
Investigator, secondary but authentic sources have been quoted.

Subsequently, the writing identified with diverse variable of the present problem has been reviewed; for this related material like; books, periodicals, digests, and sites accessible on web have been utilized. Accordingly, connected material of Professional Competency and Professional Ethics were explored and displayed in the following areas.

Present study essentially deals with two principle aspects, namely; Professional Competency and Professional Ethics. Process Chart of Review of Related Literature concerning these two principle aspects are pictorially presented below.
Figure-2.1: Process Chart of Review of Related Literature
2.3.0 Studies on Professional Competency

Professional Competency means knowledge and authority in a given subject while handling the same effectively and professionally. Professional Competency includes various elements. These elements can be planning for the lesson, including selecting teaching strategies, grip on teaching materials, classroom organization, motivating learner groups, effective presentation exercising good communication skills, appropriate evaluation, classroom management and discipline etc. This gives a broad understanding of the construct; Professional Competency, concerning teaching learning process. Researcher tried to find out the work done on the Professional Competency and the related areas conducted abroad and also in India. Details are given below, in a chronological order.

2.3.1 Professional Competency Studies - in India

Chowdhary K (1985) conducted a study “A factorial study of teaching competencies of teachers teaching English at the secondary school level”. The study revealed three important findings, namely; (i) there is a positive correlation of all the competencies with product variables (ii) competencies were influenced by locality of the school and (iii) Educational qualification and sex were found to be related to teacher competencies.

Anuradha Joshi et.al (1986) in their study “Personality, a Correlate of Teaching Competency” attempted to study the personality characteristics of teacher trainees concluded that professionally competent teachers’ do possess, so far as statistical significance is concerned, personality characteristics like boldness, confidence, imagination, experimentation, relaxed nature, reserverdness and possession of high self-respect.
Goyal J.C, Pandey et.al (1987) conducted a study on “General teaching competency and attitude of economics teachers teaching at higher secondary level”. The major findings of their study were.

i. Majority of teachers possesses average or below average teaching competency whereas the number of teachers who possess above average teaching competency were very low.

ii. The teaching competency of male and female teachers does not show any significant difference.

Sheik Allauddin (1999) conducted study entitled “A Study of Creativity and its Impact on Professional Competency among Secondary School Teachers”. The aim of the study was to identify the relationship between teachers’ creativity and their professional competency. He also studied the effect of different demographic and professional variables on creativity and professional competency. From his studies he concluded that (i) Sex, age and type of management of schools do not influence professional competency (ii) Educational Qualification and type of institution act as influencing factors to possess more professional competency and (iii) high, positive, significant relationship prevails between creativity and professional competency.

Uday Koundinya (1999) made a study on Professional competency in relation to the school effectiveness. The results of the study include that the gender difference influenced the Professional competency, also, higher the designation or qualification better the competency, further, parameters, like chronological age, residential province and the years spent in the field could not impact professional competency. Finally, results observe that professional competency and proficient pleasure were found to be significantly related.

Kaur (2002) studied teacher effectiveness in relation to teaching competency and divergent disciplinary orientations revealed that no significant gender difference exists in teaching competency of teachers.
Helen Huntly (2008) conducted a research on Teachers’ Conceptions of Competence. The outcomes of this study propose that preliminary teachers accept that presentation capability obliges and exhaustive arrangement, a sound learning base, powerful classroom administration, proficient correspondence with a scope of partners, and a precise feeling of mindfulness on the part of teacher. These originations will be contrasted with a determination of the accessible writing about instructor capability and related educating standards.

Gyamendranath Tiwari (2009) carried out his research on “Evolving competency based curriculum in science education for in-service primary school teachers”. He found out 136 content related and 152 transactions related specific competences for teaching sciences at primary level. In-service teachers were lacking many of these competencies and he suggested adequate training programme for development of required competencies among teachers.

Kanakala Jayaram (2010) conducted a study on The Impact of Professional Competency and Creativity on Professional Pleasure”. The study was to distinguish the relationship among the three variables inventiveness, proficient competency and expert delight. The impacts of different socio demographic and expert variables on the above angles were additionally dissected. The significant discoveries of his study are (i) there is a significant positive correlation between creativity and professional competency (ii) Professional competency has significant positive correlation with professional pleasure and (iii) Demographic variables like age, sex and locality do not influence professional competency.

Shukla (2010) Studied about the Effect of Simulated Practice Teaching on Teaching Competency of Student Teachers of B. Ed. and concluded that teaching competency of the student teachers having practice of micro lessons would be better than that of the student teachers having practice teaching of simulation lessons. It was also found that there was no difference graduate and post graduate student teacher in their teaching competency and also there was no significant effect of the interaction between simulated practice teaching and academic qualification of student teachers on their teaching competency.
Y. V. Jagannadh (2011) conducted a research on “Teaching Competency and Attitude towards Teaching Profession of B.Ed. College students” and revealed that inter dimensional relationship between teaching competency and attitude towards teaching profession is positive. Both male, female and rural, urban student teachers do not differ significantly in terms of their teaching competency and attitude towards teaching profession. The age below 25 years and above 25 years of student teachers do not differ significantly in terms of their teaching competency and attitude towards teaching profession.

U.K. Kulkarni (2011) conducted a Comparative Study of Teaching Competency among Female Prospective B.Ed. Teachers and revealed that Graduate and Post Graduate B.Ed. prospective teachers studying in KSWU and RCU do not differ significantly in respect to the teaching competencies. The graduate & post graduate and science & arts faculty, differ significantly in respect to the teaching competencies.

F.L. Antony Gracious (2011) made a study on the Prospective B.Ed. Teacher’s Creativity and Teaching Competency. Study found that there was no relationship in the Creativity and Teaching Competency of B.Ed. teachers.

Vibha Chawla (2011) investigated student teacher’s competency in their teaching based on the feedback from students. A Microteaching Experiment” and revealed that student feedback has been found to be effective in improving the general teaching competence of student-teachers.

Surajit Mahanta (2012) conducted a research on Professional Competence with gender and locality and conformed that it depends on gender and locality. Female teacher professional competency was superior and also urban teachers were sophisticated than the rural.
Umadevi and Kantharaj (2012) studied about the Development and Validation of Competency Based Teaching Programme in Enhancing Teaching Competencies among Secondary Student Teachers in the Context of Globalization and concluded that competency based teaching programme is effective in enhancing teaching competencies of secondary student teachers in teaching English. It was also inferred that cognitive based teaching programme is effective in enhancing cognitive based teaching competencies of secondary student teachers in teaching English.

Srutirupa Panda (2012) conducted a research and revealed that very low percentages of science teachers have high level of pedagogical competency. It was also found that there lies significant difference in pedagogical competency of science teachers in relation to their Sex, age, qualification and teaching experience.

Goteti Himabindu (2012) Examined how the teacher competencies and the teaching qualification are related? Study included independent and interdependent aspects of teacher effectiveness and teaching qualifications. Furthermore, the efficacy and competency in the teaching were found to be important and connected in the process of teaching learning.

Islam H. Abu et.al. (2012) studied on “Pre-Service Teachers Level of Competence and their Attitudes towards the Teaching Profession”. The study revealed that the teachers’ attitude after training was correlated with their competency and training improved it.

Gupta Ram Prakash (2013) conducted research on “Impact of Micro –Teaching Competence of Pupil-Teachers-A Comparative Study” and revealed that Micro-Teaching helps in bringing desirable modification in the behavior of pupil-teachers. Gender has no significant influence in respect of their performance.
V. Balakrishnan et.al. (2013) conducted research on the competency of teaching and concluded that Women educators are fundamentally higher on teaching competency when contrasted with the men. Furthermore he reasoned that there was no difference between the age group of teachers in their teaching competency.

Jayprakash Singh (2013) study conducted on “Relationship between Teaching Competence and Job Satisfaction: A Study among Teacher Educators Working in Self-Financing Colleges in Uttar Pradesh”. Investigation on 180 teacher educators from self – financing B.Ed. Colleges .conformed relation exists between the variables including the gender, locale and qualification. The study used statistical techniques including descriptive statistics, Karl Pearson's product moment correlation coefficient test the significance of differences between the two correlations were also calculated. For the total sample and sub-samples studied show significant relationship between the variables under study findings. The study also gender, location and sub-sampling on academic merit explored the significance of the difference in the correlation.

Amab pan (2014) made “A study on professional competency in relation to self-efficacy of Madrasa Teachers in West Bengal”. Collected data through the sample and it was categorized into gender, strata, and academic. The collected data were analyzed through descriptive statistics and inferential statistics. Findings are given below:-

1. Self-efficacy and the professional competence remained varied with the gender, class, and showed differences in relation due to educational experience.

2. Male teachers have better self-efficacy and professional qualifications than female teachers.

3. Teachers having experience more than five years showed better self-efficacy and better PC when compared to the teachers with less than five years’ experience.

4. Competency was found to be influenced by the gender and job experience.
Nirupma Jaimini (2014), from their studies revealed that; through dialogue and reflective practices, socialization and support capacity building of teacher interns as a constructive peer feedback input was possible. A group of six teachers as intern researchers were observed along with their peer review discussions and analyzed narratives. Study showed significance of contextual issues in support of the peer feedback, which in turn promotes teacher competency.

Mandeep Kaur et.al (2014) conducted a study on teaching competency of secondary school teachers and their relation to emotional intelligence. Findings confirmed that teaching competency and emotional intelligence were obverse to be varying among secondary teachers. However, they were not influenced by gender studies on professional competency.

2.3.2 Professional Competency Studies – Abroad

Naree et.al. (2009) conducted a research on School teacher’s competency in Thailand. Findings are as follows.

i) Most of the teachers were having just basic degree with 10 years’ experience.

ii) Teacher competency was high for the students living in the borders of the country.

iii) An experience of the teachers was in relation with their qualification.

iv) Relation between the school size and the teaching experience was observed.

v) Relation between language and technology competency and innovation and IT were found to be negative.
Fritz osera et.al. (2009) conducted study on “Measuring the competence-quality of vocational teachers: An advocacy approach.” Study includes a sample of 110 individuals. Study attempted to find the teacher’s competency using advocacy approach as a predictor. Sample was observed using varied criteria for their competency.

Raymond Uwameiye (2010) conducted a research on Professional and Technical Competencies needed by Teachers of Business Studies in Junior Secondary Schools in Ondo State, Nigeria and revealed that the teachers of Business Studies in Ondo State public Junior Secondary Schools need improvement in instructional planning, implementation and evaluation skills as well as in core Business skills in relation to the teaching of office practice, shorthand and keyboarding as well as in commerce, book-keeping and ICT.

Muhammad, Akram Aziz (2010) investigated the teacher competency in relation to the demographic factors. This study says planned lesson were better than the unplanned. Teaching remained impressive for the teachers who showed dedication in their teaching. Improved results were noted from the disciplined teachers ensuring better results. Better performance was evident from the teachers when their supervisor motivated them.

Abdul Rahim Hamdan (2010) conducted a study of “Teacher Competency among Malaysian School Teachers”. The study revealed that all the teachers were competent and there existed a significant relationship of gender, teaching experience and specialization with their competency, whereas academic qualification had no significant influence on their teaching competence.

E.M. Al-Sharif (2010) conducted research on the competency of the teacher and studies revealed analysis of the academic standards of the program to competency fields (cognitive, performance, emotional, productivity), identifying teaching competency for motor expression teaching method syllabus according to program and quality academic standards, evaluation competency for fourth grade students, students achievement extent of cognitive, affective and performance efficiencies were high while the achievement of productivity competency was low. Researcher recommended using competency evaluation
form in evaluating third and fourth grade students in motor expression teaching methods syllabus, conduct similar study to evaluate the performance of graduates of teaching methods program in the field training according to quality standards.

**Mirjam Anugerahwati and Ali Saukah’s (2010)** study was conducted in Indonesia on professional competency of English teachers. The study found out the profile of the English teachers in secondary schools remained impressive. Data includes observations, interviews, and questionnaires. Study was held on exemplary teachers in four cities. Teachers from Teachers Forum (MGMP) were exemplary in terms of their active participation and their role in the improvement of Professional development. Important findings include: Seventy five percent of the data showed that the exemplary teachers possess all the four types of competencies. Out of these four types of competencies the personal competency of the teachers found to be predominantly impacting. Study developed a profile for English teachers’ professional competency.

**Kiymet Selvi , (2010)**, Identified nine different dimensions in competencies, such as; Field Competencies, research competencies, competencies, lifelong learning, social-cultural skills, emotional competencies, communication competencies, information and communication technology competencies (ICT) and environmental competencies. Further the study observe that these competencies are related to the values and other conduct related aspects, besides improving the PD. Study reveals that the Teacher competencies help in improving teaching learning practices.

**Liakopoulou, Maria, (2011)**. Does the Competence of Teachers: With qualities, state of mind, aptitudes and learning add to an instructor's viability? Study uncovered that a "decent instructor", as most instructors appear to partner their adequacy at work with individual qualities and "educational and pedagogical abilities", and in addition pedagogical learning. These specific discoveries added to an orderly and investigative depiction of the substance of professional information needed for the effective execution of an educator's pedagogical and educational work.
Andreia Irina.et.al, (2011), studied on competencies related to the pedagogy. The Study observes the academic perspective of competences in three dimensions. The academic ability was placed as the opening dimension. The concept of academic qualifications to fulfill a specific role of the teaching profession should take a person, which is often the minimum professional standard meaning prescribed by law, is to be used. The second dimension of Representatives considered the competencies. The grouping of educational activities with students to lead based on the role of a teacher refers to basic competences. The third dimension represents a composite of the competences academic teaching career in a narrow framework represents an offer. General academic ability and educational qualification in relation to overall approach, with the current approach was to delineate the two broad categories of academic competences. The analysis of the competences of educational taxonomies, with a comprehensive and genuine representation shows clear understanding.

R. Burceva (2012) conducted a research on Professional Competence of Museum Teacher Rezekne Higher Education Institution, Latvia and revealed that the competence of a museum teacher has been based on the traits of two kinds: the professional and the private ones.

Nivedita (2012) studied about the Effect Of Class Room Questioning Behavior Training (CQBT) on General Teaching Competency Of Science Student-Teachers and revealed that the CQBT helps to improve the structural characteristics e.g. relevance, precision, grammatical correctness and clarity, of questions used by the student teachers in the classroom. There was no effect of CQBT on the incidence of classroom questions at memory level. It was also found that the CQBT helps in increasing the incidence of classroom questions and significant effect was found on speed, voice and pause of student teachers who underwent training in classroom questioning behaviour.

Islam H. Abu Sharbain.et.al (2012) designed a study on teachers’ competence and their attitudes towards the teaching profession. Study found that Qualification level of teachers before and after training strongly correlate with their attitudes. Results from the T-test indicated that training offered ensured some progress in their competencies as well as their attitudes of teacher trainees.
Peter Broeder et.al. (2012) designed a study to examine teacher reflective professional roles and competence domains. Studies revealed that all teachers encountered with the cultural and linguistic variations. It was well known that there exists a cultural difference in the class. Considering the teacher as a reflective practitioner 16 competences domains were identified.

Syahruddin, Andi et.al. (2013), studied on school based management and the related. Study showed that the there is a significant relationship between the teachers’ professional competence and the implementation of SBM. In other words, the increase of the teachers’ professional competence is significantly related to the increase of the implementation of SBM. Furthermore, the results also indicated that teachers’ professional competence significantly affect the implementation of SBM. Additionally, the qualitative results from the interviews indicated that teachers’ professional development in the form of performance, commitment, and motivation improvement can be considered as an important strategy to improve the quality of SBM.

Valentina et.al. (2013) studied about the Training In-Service teachers’ competencies in classroom management and revealed that teachers showed improved in class management because of training.

Ratna Setyarahajoe et.al. (2013) investigated on teacher competency and revealed that rate of teacher’s competence has enough categories especially in pedagogic competence, personality competence, professionally, competence, and social competence from the four competence stated previously, generally have weakness in professional competence which is seen on indicator of scientific writing.

Dilshad Akber Al et.al (2013) study on “The Experiences of In-service Teachers Nominated for Professional Competency Enhancement Programme for Teachers (PCEPT): Reflections and Learning Outcomes”. This Research has shown that not only
teacher’s knowledge but also their beliefs have major influence on their approach to teaching. The study focused on the teacher’s experiences about the training sessions and perspectives on effective teacher education. At the end of the training programmes and the changes in those beliefs after having teaching experience. Many in-service teachers described their experiences regarding teaching, learning, training, professionalism and career growth they reported that such programme can really be effective for new faculty to introduce them to the teaching environment. Many teachers viewed the training useful for the existing faculty as well as it provides opportunity to learn new methodology and helps in developing new teaching strategies for them.

Necla Koksal (2013) studied competencies in teacher education: Pre-Service teachers’ perceptions about competencies and their attitudes revealed that a positive and meaningful relationship between general teaching competency perceptions and attitudes towards the profession.

Safdar Rehman Ghazi (2013) investigated teacher’s PC in Khyber Phaktunkhwa, Pakistan. Study demonstrated that the teachers do possess the subject matter but they showed their inability in applying the same subject knowledge to the real life situations.

NandeC.Neeta.et.al. (2013), Studied on “Teachers’ Professional Knowledge Competence and Second Language Education in South Africa.” The researchers conclude firstly, by emphasizing that teacher training programmes have to be fore-grounded in professional knowledge that is congruent with appropriate theoretical frames underpinning English as a medium of instruction; and secondly, by acknowledging the pervasiveness of language across disciplines which embeds the fact that every teacher is a language teacher and as such, teachers need to be explicitly apprenticed in professional knowledge for the facilitation of new forms of practice and identities for themselves and their learners.

Zharylkasyn KerimbekovichOnalbek.el.a. (2013) studied on the increase of teacher quality. Study revealed that the purpose of preparation of specialists of international level
and increasing the quality of education the prime rate was taken on using of competent approach in training, so it intensifies the practical orientation of education and its pragmatic, subject-professional aspect. Investigation further, recognized as new scientific approach, today professional competent approach is an efficient facility of the development of abilities to methodological thinking, mastering cultural norms of the behaviour and activity, correction of valuable orientation on the base of the syntheses of the educational systems, converting activities, founded in principles of innovative approaches in pedagogical process of the high school.

Kunter et.al (2013) conducted a study on teachers’ professional competency effect on instructional quality and students’ development. Study investigated their professional knowledge as teachers, educational materials, professional beliefs, work-related motivation, and self-regulation, in particular the ability to investigate, the impact of these aspects of education and, in turn, a first year student repeated measures design. The estimated prevalence of professional competence of teachers on student outcomes, and it examines how it impacts the results. The two-level structural equation model for teaching academic content knowledge of teachers, the positive effects of high, which in turn affect student outcomes on quality instructional self-regulatory skills, were revealed. Further, in contrast, teachers, general education did not affect their qualification.

M. Nur Mustafa (2013) studies were conducted on professional competency differences among high school teachers in Indonesia. The major finding of their study was that, generally, the Professional competency was at an average level and it remained dependent on gender and their experiences.

Indira Adilkanovna Oralkanova et.al, (2014) made a study on “Professional Competence of Teachers in Conditions of Modernization of Education”. Studies that professional competence of teachers, scientific works have been analyzed to discover the notions of professional competence. The emphasis is made on analysis of the components of teachers' pedagogical activity.
Mardia Hi. Rahman (2014), study was made on “Professional competence, pedagogical competence and the performance of junior high school teachers”. The study was conducted in Ternate’s nine junior high schools. In this study, 61 samples were considered, using proportional stratified random sample from the science teachers group. The results of this study showed that junior high school science teacher in professional and academic qualifications showed positive effect on the performance concluded. In Ternate junior high science teacher professional competence and capacity to improve educational needs to be done to educate the effort and training on a regular basis, MGMPs through (the teachers) platform, preparation of science textbooks, continuing education, including the optimization principals using laboratory science training equipment, supervision of training in various science teaching strategies, media design and research-based IT training.

Sanggam Pardede (2014) study conducted on “Integrating ICT to Improve Teachers Professional Competence of State Vocational High School in Medan”. The major findings of their study were.

(1) There has been direct impact of independent learning motivation, innovative attitude and training partially or together toward the ICT integration.

(2) There have been direct and indirect impacts of independent learning motivation, innovative attitude and training partially or together toward teacher professional competence.

(3) There has been direct impact of ICT integration toward teacher professional competence.

(4) There has been direct impact of independent learning motivation, innovative attitude, and training and ICT integration as collected variables toward teacher professional competence.

Effort made by the researcher could help ensemble the above mentioned studies conducted by different investigators, in India and Abroad, as detailed above. It is clear from the
above studies that due attention was paid by the investigators in understanding the teacher competency. These studies related much to the Professional Competency of the teachers.

Ratna Setyarahajoe et.al. (2013) study considered rate of teacher's competence has enough categories especially in pedagogic competence, personality competence, professionally competence, and social competence from the four competences stated previously, generally have weakness in Professional Competence which is seen on indicator of scientific writing. Andreia Irina.et.al, (2011), made study on "Pedagogical Competences - The Key to Efficient Education" The studies says However, it is interesting to note that the Pedagogical competence forms the part of the Professional Competency in general. Studies done on competencies also made an attempt to find the relation of competency to different aspects, like micro teaching, student feedback (Vibha Chawla, 2011) classroom management, creativity (FL Gracious, 2011) content knowledge and even pedagogical content knowledge (Srutarupa Panda, 2012), and on gender influence. Surjit V. Balakrishnan (2013) identically, found gender has some influence on Professional Competency and female sample of their studies showed position compare to male sample studied. Similarly, teacher qualification, and their experience have shown some influence on teacher Competency Naree et.al. 2009), while Abdul Rahim Hamdan, 2010) found teaching competency is related to gender and teaching experience, but qualification has no relation with teaching competency. Most significantly Necla Koksal's study (2013) finds positive and meaningful relation between teaching competency - perception and attitude towards the profession. One of the pertinent questions that arise after considering the investigations is the perception of teachers towards Professional Competency, which deserves a good investigation. However, these studies remained motivating and guiding the researcher to work for the present investigation.

In earlier studies the term ‘Professional Competency’ was used to designate the researches which were aimed to identify and define Professional Competency of teachers. Researcher also found few specific researches conducted on teacher competency which is Synonymous or nearly identical to the Professional Competency. Such studies were conducted in both abroad and India. Hence the researcher also reviewed following researches to get the clear picture of various competencies of the teachers.
Kulkreti (1994) studied the relationship between job-motivation and teacher competence and found that competent teachers had joined the teaching profession because they regarded teaching as a prestigious profession. They believed that the teaching profession provided them with a reasonable salary, security, opportunity for improving their knowledge and for undertaking social service. They had chosen the teaching profession because they had an inherent interest in teaching. Incompetent teachers, on the contrary, entered the teaching profession because they thought that this would get them fame, and enough leisure with very little by way of work.

Thiagarajan & Jeyalatha (1995) studied teachers’ teaching competence as perceived by students and correlated it with the achievement of students at the Higher Secondary level, and reported that teaching competence and the achievement of boys had a significant relationship. It was found that the relationship between teaching competence and the achievement of boys and girls differed significantly.

Murberg (2001) examined the impact of educator capability on third grade Students in regards to their accomplishment in broad daylight and free schools in Sweden. Relapse investigation was utilized to investigate the relative impacts of a few markers of instructor quality. Educators’ sexual orientation, their teaching knowledge, in-administration preparing and co-operation with partners had no noteworthy impact on understudy accomplishment. Educator affirmation for instructing in right on time evaluations was demonstrated to have a solid impact on learner mean perusing test scores. This impact was as solid in free schools as in state funded schools. Learner in free schools performed preferred on the perusing test over their partners in government funded schools. In spite of the fact that school had no characteristic impact it was an interceding component for folks’ and instructors' training. These impacts worked in inverse bearings. In any case, while understudies in free schools would be advised to instructed folks and those in government funded schools would do well to teach teachers.

Saeed & Mahmood (2002) investigated teachers from different Government primary and middle schools belonging to the districts of the Punjab province. Their competence was determined by developing standardized test in each subject. It was found that these
teachers have a low level of competence in all the three areas. On an average, their achievement rate remained at 30.8% Mathematics, 34.1% in Science and 39.2% in Pedagogy, below the minimum 40% in every subject. The competence level of women teachers was lower than their men counterparts.

May-May –hung cheng (2004) study was conducted on comparing perceptions of the competence of novice teachers with that of the School Principal’s expectations. Study revealed that, School Principals and novices both have a higher threshold than school principals to rate their own performance. However, similar perceptions about the performance of novices remained satisfactory. In addition, Principals considered the items of teacher’s competencies to be more important than the performance of novices. Study reconfirms the need of improvement in Novice’s managing the class as well as students evaluation.

Hamdan. et.al (2010) studied the teaching competence of 309 teachers at Malaysia. The result indicated that all teachers were found to be competent and there were significant relationships between teaching competence and gender and between specialization and academic achievement.

Sorrel Penn-Edwards (2010) studied on the competencies of an English teacher from the point of view of beginning students teaches perceptions. Study was a survey of teachers in the schools. Investigation was on the level of competency in literacy of first-year students at the University of Queensland. Students were required for effective teaching of eight factors and their assessment of their own skill level to compare these with the finding skill level was chosen to be examined. Spelling and grammar competency was rated highest. ICT / computing and visual aspects were rated as the lowest for teachers. Evaluation of students at the highest level and class of its own knowledge of spelling abilities remained low.

Briihwiler & Blatchford (2011) examined the Class sizes and classroom processes and the impact of class size on academic studies. Study was made on the effects of adaptive
teaching qualifications, teacher characteristics, and noted that it is important to many, but the teacher of that class size does not argue, even if missing the quality. However, it’s a unit of predetermined learning objectives, teaching learning progress while under the influence of the present study was to evaluate teachers. Study was a multi-method approach and was employed to measure adaptive teaching qualification. 49 teachers and 898 students were included in the study. Conclusively, study prefers small sections academic learning progress, a better knowledge of the students, and classroom processes lead to better show. Adaptive teacher qualifications that class size and teacher quality were independently significant, remains relevant in small classes.

**Norlena Salamuddin et.al. (2011)** study was on "Teachers' Competency in School Extra-Curricular Management". The study was focused on to extracurricular school management and to determine the qualifications of teachers. Teacher’s competency includes Teacher qualifications, knowledge and skills in planning and implementation and guiding and evaluating. Quantitative method was employed using a set of questionnaire and a survey was provided to answer the research objectives. In a sample survey 150 participants were available. On the whole results showed the teachers were found to be competent in their management of extra-curricular activities.

**Namazzi Christine (2011)** study was made on “Teacher Competences, Organizational Citizenship Behaviors and performance of Teachers in Secondary Schools - A Case Study of Private Secondary Schools”. Study showed that there was a significant difference between other relevant qualifications, teacher operant competences and organizational citizenship behaviour (OCBs) though there is no significant difference between all other qualifications, teacher operant competences and organizational citizenship behaviour (OCBs). Teacher performance could be attributed to the extra skills that teachers who attend and get trained in other relevant courses outside the teaching curriculum. These include counseling, computer training and life skills among others acquired. Such skills improve on the level of an individual’s competence and also influence his/her capacity to perform extra role or exhibit related behaviour which may ultimately influence their performance.
Irem Kızılaslan (2011) study was conducted on “Elt Student Teachers’ Competence for Teaching Language Skills: A Qualitative Exploration”. The researcher investigated through qualitative study attempted to explore 21 senior ELT student teachers’ competence regarding specifically the teaching of four basic language skills. Field notes, interviews and follow-up focus group interviews comprised the data sources for the study. Findings indicated that student teachers do not possess all the competencies required by the Ministry and that there is still room for improvement. Overall, the results are informative both for future researchers and those currently involved with teacher training in Turkey.

Andreia Irina (2011) study was conducted on “Pedagogical Competences – The Key to Efficient Education”. The study revealed three dimensions from the perspective of pedagogical competences. The first dimension is on the definition of pedagogical Competence. The concept of pedagogical competence tends to be used with the meaning of minimum professional standard, often specified by law, which should raise a person in fulfilling a particular role of the teaching profession. The second dimension is based on representative taxonomies and highlights current pedagogical competences. The taxonomic classification, only, refers to the basic competences involved in the based role of a teacher to lead one of the educational activities with students. The third dimension is represented by a proposal in a narrow framework of a holistic representation of pedagogical competences for the teaching career. In the holistic view, we delineate two broad categories of pedagogical competences in accord with current approaches: general Pedagogical competence and special pedagogical competence.

Mudasiru O. Yusuf Modupe R. Balogun (2011) made a study on “Student-Teachers’ Competence and Attitude towards Information and Communication Technology: A Case Study in a Nigerian University”. This study revealed that majority of the student-teachers have positive attitude towards the use of ICT and they were competent in the use of few basic ICT tools. Overall, no significant difference was established between male and female student-teachers’ attitudes and use of ICT. The implication was that the student-teachers lacked the necessary competence in the full integration of ICT in the curriculum. This underscores the need to improve the ICT contents of teacher education programs in universities in developing nations.
Necmi Gokyer (2011) made a study on “Primary school teachers’ perceptions of teacher competencies realization levels”. The study carried out using survey model consists of 2993 teachers who work at 49 primary schools in central district of Elazig province during 2009-2010 education-teaching year. It constitutes 800 form and branch teachers working at 26 schools determined through using simple random sampling method. For the research, a questionnaire was prepared for performance indicators in the study named “Ministry of National Education (MEB) General Competencies for Teaching Profession” and applied resorting to expert opinions. The sample of the research constitutes 404 teachers. Teachers had seen themselves competent at always level at program and content knowledge, school, family and community relations, teaching and learning process and knowing student dimensions and at usually level at personal and professional values-professional development and learning, monitoring and evaluation of development dimensions.

Sheeja V. et.al. (2011) conducted a study on “Teaching Competency of Secondary Teacher Education Students In Relation To Their Metacognition” The major findings of their study are:

1. There was significant difference between male and female secondary teacher education students in their metacognition.

2. There was significant difference between rural and urban college secondary teacher education students in their metacognition.

3. There was no significant difference between male and female secondary teacher education students in their teaching competency except in their interest in profession.

4. There was no significant difference between rural and urban college secondary teacher education students in their teaching competency except in their attitude towards children.

Ranjini & Mohanasundaram (2012) studied the Teachers’ competencies and Academic achievement of secondary teacher trainees. The investigators adopted the survey method to find out the teacher’s competencies and academic achievement of secondary teacher trainees. The population of the study was secondary teacher trainees from B. Ed College
of education under the control of Tamil Nadu Teacher Educational University, Chennai. The sample consists of 189 secondary teacher trainees from Thoothukudi. A teacher competency scale, academic achievement and the personal information from were used for collecting the data. Survey method was adopted for this present study. The data was analyzed using percentage analysis and ‘t’ test. It was found that the level of teacher competency and academic achievement of secondary trainees were average. And there is significant difference in teacher competencies of secondary teacher trainees and academic achievement with reference to gender and religion.

Goteti Himabindu (2012) study was conducted on “Teacher efficacy in relation to Teaching Competency” The major findings of their study were:

1. There was significant relationship between Teacher Efficacy and Teaching Competency among the selected sample of Junior College Lecturers.

2. There was significant relationship between the dimensions of Teacher Efficacy among the selected sample of Junior College Lecturers

3. There was significant relationship between the dimensions of Teaching Competency among the selected sample of Junior College Lecturers.

4. There was significant difference between the Junior College Lecturers in their Teacher Efficacy in respect of the variables – Sex, Locality, Qualification, and Type of institution and no significance of difference is found in respect of experience category.

5. In respect of Teaching Competency aspect, there was significant difference between the variables – Locality, Experience, Marital Status and Type of Institution. Whereas the variables Sex and Age categories do not differ significantly.

6. In respect of Teacher Efficacy, the Personal aspect was the highest in the merit order followed by Intellectual, Social and Professional aspects. While in the case of Teaching Competency – the Presentation was the highest in merit order followed by Planning, Managerial, Closing and Evaluation.
Ade Een Kheruniah (2013) investigated “A Teacher Personality Competence Contribution to A Student Study Motivation and Discipline to Fiqh Lesson”. The study revealed that teacher’s personality competence has the contribution to a student’s study motivation and discipline. There was a significant correlation between the student’s study motivation and discipline. The influence of personality competence of teachers to motivate students was 46.1%, personality competence of teachers’ affects student discipline was 51.7% and there was a significant relationship between motivation and discipline of students. Therefore, to improve a student’s study motivation and discipline can be reached by the good quality of a teacher’s personality competence.

Josta L. Nzilano (2013) conducted a study on “Pre-service Teachers’ Teaching Competencies: The Experience of Practicing Teaching in Secondary Schools and Teacher Colleges” The study involved 30 pre-service teachers and 8 educational officers from secondary schools and teacher colleges. The instruments for data collection were a questionnaire, semi-structured interviews, portfolio reviews, and classroom observations. Results revealed the limited competencies among pre-service teachers in classroom teaching. The study recommended reforms of the pre-service teachers’ professional development program, the improvement of the educational policies, and the cooperation between educational managers from schools, colleges, and the Ministry of Education for quality education.

Recep Cakir et.al (2013) conducted a study on “ICT Teachers’ Professional Growth Viewed in terms of Perceptions about Teaching and Competencies”. This study revealed that despite their positive self-perceptions of competence, ICT teachers faced difficulties such as classroom management, number of students, and hardware-software issues regarding the effective use of technology, especially cutting edge technology, in the classroom. According to teachers, the ability to integrate technology in the classroom was negatively affected by time limitations, poor design of Information Technology (IT) class, and lack of flexibility in their roles as teachers, overcrowded classes, and classroom management issues. Finally, this study looked at ICT teachers’ opinions regarding factors
that encourage/discourage them from working in schools. The results of this study also shed light on the awareness of the significance of integrating technology into their teaching and learning activities.

**Alexander Muzenda (2013)** study on “Lecturers’ Competences and Students’ Academic Performance” The objective of this research was to analyze the effect of lecturers’ competences on Students’ academic performance among higher education and training students. 115 students was selected through simple random sampling. A structured questionnaire was used to gather data. The scale reliability Cronbach’s alpha of 0.822 and the sampling adequacy Keiser-Meyer Olkin of 0.769; with a total declared variance of 66.519 percent were obtained from the analysis. Revealed that subject knowledge, teaching skills, lecturer attendance and lecturer attitude have significant positive influence on students’ academic performance.

**Surya Vasan et.al. (2014)** investigated “Teaching Competence and Teaching Style of Primary School Teachers”. The study revealed that there was a significant difference between male and female primary school teacher with regard to teaching competence. No significant difference between male and female primary school teachers in their Teaching style was found. There was positive correlation between Teaching competence and Teaching Style among primary school teachers.

**Gurmit Singh et.al (2014)** conducted a research on “Teaching competence of prospective teachers in relation to teaching aptitude and attitude towards teaching”. Study was conducted on 100 prospective teachers from colleges of Education. General teaching competence Scale by Passi and Lalitha (2009), Teaching Aptitude Test (TAT) by Gakhar and Rajnish (2009), and Teacher Attitude Inventory by Ahluwalia, (2006) were used to collect the data. The results of the study showed significant positive relationship between teaching competence and teaching aptitude and between teaching competence and attitude towards teaching.
Binderjit Kaur et.al. (2014) investigated about “Teaching competence in relation to general and emotional intelligence”. Study revealed that Teaching Competence of student-teachers having high level of general intelligence is significantly higher than student-teachers with low level of general intelligence. Teaching Competence of student teachers having average level of general intelligence was significantly higher than student-teachers with low level of general intelligence. Teaching Competence of student-teachers having high level of emotional intelligence is significantly higher than student-teachers with low level of emotional intelligence. Teaching Competence of student-teachers having average level of emotional intelligence was significantly higher than student-teachers with low level of emotional intelligence. No significant influence of interaction was found.

Florah Katanu Karimi (2014) study was on “Didactic Competencies among Teaching Staff of Universities in Kenya”. The study revealed that a low percentage of teaching staff (37.1%) considered didactic competencies as an achievement area in the teaching profession. On the other hand, didactic competencies in pedagogical attributes were highly regarded as compared to those in curriculum development and quality assurance. There was need for advocacy and sensitization of teaching staff and university management on the importance of the three types of didactic competencies in the enhancement of the quality of teaching and learning at the university. In addition, taking cognizance of the dynamism in education, teaching staff needed to keep abreast with the paradigm shifts through regular training and retraining on the various types of didactic competency areas.

fakhra Aziz, et.al (2014) conducted a study on “Impact of training on teachers Competencies at Higher Education level in Pakistan” the study revealed that . Trained teachers showed a significant difference in pedagogical competencies, management and assessment competencies and research competencies. It shows that in all the categories trained teachers were more competent than teachers having no training were The present study suggests that training program of this type should be continue to enhance the teachers competencies.
Binualal K.R.(2015) study on “Emotional Intelligence of students Teachers in Relation to their social skills and Teaching Competency” The major findings of their study were.

1. There exists a positive significant correlation for the whole sample and subsample between i) emotional intelligence and social skills .ii) emotional intelligence and teaching competency of student teachers.

2. There is no significant difference between the Mean scores of emotional intelligence of student teachers with respect to the subsample based on gender, locality, family size, subject of specialization and educational qualification.

3. There exists a significant difference between the mean scores of special skills of student teachers with respect to the subsamples based on locality and family size.

4. There exists a significant difference between the mean scores of teaching competency of student teachers with respect to the subsample based on locality and educational qualification.

Considering the different studies made on Teacher competency, which is very much related to Professional competency of teachers, one can find the diversity in their approaches and findings. Kulkreti (1994) studied the relationship between job-motivation and teacher competence and found that competent teachers had joined the teaching profession because they regarded teaching as a prestigious profession. This perception indicates that the teaching competence is very much related to the Professional competence. On the other hand considering the students perspective Thiagarajan & Jeyalatha (1995) found that the relationship between teaching competence and the achievement of boys and girls differed significantly. Murberg (2001) investigated the influence of teacher competence on third grade Students regarding their achievement in public and independent schools. Saeed & Mahmoud (2002) observed that the competence level of women teachers was lower than their men counterparts. Hamdan. et.al (2010) found that there were significant relationships between teaching competence and gender and between specialization and academic achievement. Briihwiler & Blatchford (2011) studied the effects of class size and adaptive teaching competency on classroom processes.
and academic outcome are Adaptive, teacher competency remains relevant in smaller classes, that is class size and teacher quality were independently important. Ranjini & Mohanasundaram (2012) found that significant difference in teacher competencies of secondary teacher trainees and academic achievement with reference to gender and religion. Gurmit Singh et.al (2014) found out significant positive relationship between teaching competence and teaching aptitude and between teaching competence and attitude towards teaching. Binderjit Kaur et.al. (2014) Teaching Competence of student-teachers having average level of emotional intelligence was significantly higher than student-teachers with low level of emotional intelligence. No significant influence of interaction was found. Fakhra Aziz, et.al (2014) suggested that training program should continue to enhance the teachers’ competencies and Mandeep Kaur .et.al (2014) indicated that teaching competency and emotional intelligence are not influenced by gender. It can be concluded that the studies on concept of teaching competency, conducted on higher secondary school teachers are very rare. Studies are limited mostly to primary and secondary school teachers and teacher trainees. However, these studies through light on interrelated Teachers competence, which inherently related to Professional competency of teachers.

Teacher effectiveness is also closely related to Professional Competency. Researcher also reviewed various researches on teacher effectiveness. Researchers conducted in abroad and India on teacher effectiveness is presented below.

Prakasham (1986) studied effectiveness as a function of school organizational climate and teaching competency. In this study he observed three important aspects.

i. Teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competency as well as teacher effectiveness.

ii. No significant difference was found in the teacher competency and teacher effectiveness of the teachers working in the government and non-government schools in global term.

iii. No significant difference was observed between male and female teachers on the tests of teaching competency.
Mortimore (1994), from his study “School Effectiveness and Management of Effective Learning and Teaching”, found that the effective teaching skills as follows (i) Organizational skills needed to sort out material and sources of information (ii) Analytic skills to breakdown complex to simple (iii) skills for synthesizing i.e. to build up ideas to arguments (iv) skills of presentation (v) skill for conducting assessment (vi) managerial skills and (vii) evaluative skill.

Ganeswara (1995) evaluated the effectiveness of primary and secondary level teachers with different potentials of creativity and different nexus of interpersonal relationships. The findings revealed that no significant relation was found between teacher effectiveness and the income or years of service of the teachers. Significant relationships were found between teacher effectiveness, creativity and inter-personal relationships. Significant differences were found between rural and urban teachers with reference to inter-personal relationships.

Askew et al. (1997) made a study on 90 math active teachers at King's College, London. The study took a look at teacher convictions about instructing, learning and arithmetic, and recognized three teacher perfect sorts: connectionist, transmission and disclosure orientated. These perfect sorts could be recognized on the premise of educators' convictions about what it intends to be a numerate understudy, their convictions about how best to instruct numeric and their convictions about understudies and how they figure out how to be numerate. Very successful educators were portrayed by connectionist convictions, while transmission and revelation introductions had a tendency to portray a percentage of the less effective teachers.

Raja et al. (1998) focused on teacher effectiveness and school organizational climate of boys’ higher secondary schools in Tuticorin. The sample comprised of 279 teachers of eight higher secondary schools of boys and four rural schools of Tuticorin. Findings revealed that the teachers did not differ significantly with respect to their age, marital status, religion, birth order, caste group, cadre, subjects handled, classes handled, medium
of instruction, qualifications and nature and locale of the school where they were working. As regards organizational climate, only a controlled climate was prevailing in all the higher secondary schools selected for the present investigation, except in one school where autonomous climate was prevailing. Though there were differences and private schools and area of location of the schools, i.e. urban and rural, they did not have any impact on the organizational climate. Efficiency of teachers was low in schools having controlled climate whereas it was average or above average in schools having autonomous climate.

George K.S. (2004) conducted a research study entitled “Identification of Certain Factors Influencing the Optimum Utilization of Teacher Effectiveness in the Primary Schools of Kerala”. He conducted a detailed study about the factors affecting teacher effectiveness. He classified the factors into four (i) personal dimensions (ii) psychological dimensions, (iii) sociological dimensions and (iv) institutional dimensions. The major findings of his study are (i) Identification of factors that help for effective teaching is possible (ii) The highest number of influential factors identified belonged to psychological and institutional dimensions. (iii) The extraneous variables do not influence teachers’ professional efficiency and (IV) He identified influential factors that help in optimum utilization of teacher effectiveness by factor analysis.

Srivastava (2005) studied teacher effectiveness of upper primary school teachers of different age groups. The sample comprised of 110 male and 128 female teachers working in the upper primary schools at urban location situated in Tehri Garhwal district. The data was collected by using teacher- effectiveness scale of Kumar and Mutha. The findings revealed that the teacher effectiveness of male teachers dilutes with their increasing age. The teacher effectiveness of female teacher increased to some extent with their increasing age. The age variable did not produce a significant impact on teachers’ effectiveness. The male and female teachers did not differ significantly with one another at different age-level. Thus, age was a mild determinant of teacher effectiveness.
**Arokiadoss (2005)** composed a study to inspect instructor viability of 275 school educators from Madurai Kamraj University in Tamil Nadu. Teacher adequacy scale and individual data schedule were employed in this investigation. The study exhibited that 18% educators had abnormal state of instructor adequacy and 15% had low level of educator viability though 67% were at the normal or moderate level of instructor adequacy. Female educators were better in exhorting and directing and have done well on teaching and assessment. Male instructors were able to inspire better. Art teachers had higher authority in their subjects and contribution in school exercises. Private school educators indicated more inclusion in school exercises. Self-governing school educators were furnished with higher teaching skills and were more included in college exercises. Teachers with higher qualification showed mastery over their subjects.

**Pandey and Maikhuri (2005)** conducted a study on the difference between effective and ineffective teachers towards teaching profession. The sample of study was 100 teachers of 10 selected secondary schools of Pauri and Tehri 44 districts. Out of those 100 teachers 40 were identified as effective teachers and 31 were identified as ineffective teachers. The remaining 29 teachers were left out. Thus the final sample of the study was 71 teachers. Effective and ineffective teachers have been compared in respect of their attitude towards teaching profession. The result presented no difference between effective and ineffective teachers. No significant difference between effective and ineffective male teachers regarding their attitudes towards teaching profession. Insignificant difference between effective and ineffective female teachers so far as their attitudes towards teaching profession was concerned. Male and female ineffective teachers were almost similar in their attitudes towards teaching profession.

**Rai (2005)** found the factors of effective teaching from the student ratings of teacher characteristics and determine if there was any agreement between student evaluation of teaching and self – evaluation of teaching using the criteria. Tools used in the study were rating scale for student evaluation of teaching effectiveness and attitude scale by Ahluwalia. Students and teachers had similar views regarding the criteria of effective teaching. Self – rating of teaching in respect of overall teaching effectiveness was
significantly higher than student rating of the same. Significant correlation was found in
the teaching effectiveness score of male and female teachers.

**Bansibihari and Surwade (2006)** compared teacher effectiveness of emotionally mature
group with that of emotionally immature group. The sample consisted of 180 male and
175 female belonging to secondary schools for Navapur and Dhule cities of North
Maharashtra. Emotional Maturity Scale by Bhargava and Sigh and Teachers Effectiveness
Scale by Kumar and Mutha used for data collection. Results of the study indicated that
emotionally more mature teachers were more effective than their counterparts. There was
no sex difference in emotionally mature group with respect to teacher effectiveness.

**Leigh (2006)** evaluated variations in educator effectiveness in learner’s test scores in two
years. Study utilized information over a set covering more than 10,000 Australian grade
teachers and more than 90,000 students. He evaluated how successful teachers are in
raising student’s test scores from one exam to next. Since the exams are directed just at
regular intervals, it is important to make note of the work of the educator in the year
intervening. Indeed, even in the wake of modifying for estimation slip, the subsequent
instructor altered was broadly scattered crosswise over teachers, and there was a solid
positive relationship between an educator's increases in education and their proficiency.
Teachers altered impacts demonstrate a noteworthy relationship with some, however not
all, perceptible teacher qualities. Experience had the strongest impact, with an expansive
impact in the early years of an instructor's profession. Female educators improved at
educating proficiency. Educators with a graduate degree or some other type of further
capability did not seem to attain to fundamentally extensive test score picks up. In general,
instructor attributes found in the office finance database could clarify just a little part of
the change in teacher performance.

**Roul (2007)** investigated the teacher effectiveness and organizational climate of
autonomous and non-autonomous college teachers. The sample consisted of three general
autonomous colleges and three non-autonomous colleges of Orissa. As many as 7
departments and 7 teachers from each 46 department were selected, on random basis.
Tools included Teacher Effectiveness Scale by Kumar and Mutha, Organizational Climate
Description Questionnaire (OCDQ) by Sharma and Teachers Rating scale. There was a significant difference between autonomous college teachers and no autonomous college teachers on teacher effectiveness. Autonomous college teachers were found more effective than non-autonomous college teachers. Male teachers of autonomous college were found more effective than the male teachers of non-autonomous colleges. Female teachers of autonomous colleges were more effective than the female teachers of non-autonomous colleges. Autonomous college teacher were found more effective organizational climate than the non-autonomous college teachers. Combined effect of type of college and organizational climate did not produce significant effect on teacher effectiveness.

Sridhar and Badiei (2007) examined teacher efficacy and emotional intelligence of 100 primary school teachers of urban district in south Mysore. Teacher Efficacy Scale (TES) and Emotional Intelligence Test were used for data collection. Results indicated that the levels of teacher efficacy and emotional intelligence of primary school teachers were placed under moderate category; a high level of both teacher efficacy and emotional intelligence would be correlated with student achievements, job satisfaction, teachers’ willingness to implement innovation, effective teaching. It was also concluded that younger teachers had the highest teaching efficacy and that teaching efficacy declined slightly with age.

Parry Graham (2007) carried out a case study on structured collaboration and the teacher effectiveness enhancement. Data were gathered from the academics of 6th, seventh and eighth grade teachers utilizing an expert improvement overview, teacher meetings, and an audit of school reports. Findings established that expert learning group exercises that involved same subject, same evaluation teacher group could attain to huge enhancements in teaching adequacy, yet this viability relied on upon various variables. Contributing elements included administration and hierarchical practices, the substantive points of interest of PLC movement gatherings, the nature of discussions in PLC exercises, and the advancement of group among PLC groups.

Rana Tassabehji et.al, (2008), Study revealed a division in view of the obtainment part between experts (vital) and their associations (value-based). Despite the fact that abilities
have an immediate effect on the capacity of acquirement experts to satisfy their part capably, the level of hierarchical backing and inner affirmation of the part's significance were discovered to be a real obstruction to the improvement and advancement of obtainment experts. A Procurement Skill Effectiveness Framework is introduced to empower supervisors to evaluate the conceivable complexity level of obtainment and its effect, given an arrangement of acquirement abilities and the degree and kind of inner backing for the part.

Adegbile and Adeyemi (2008) examined quality assurance through teachers’ effectiveness. One hundred primary schools teachers of State, Nigeria were included in the sample. An observational instrument tagged Classroom Interaction Sheet (CIS) was used for assessing teacher’s effectiveness as an index of quality assurance. The results indicated that no significant relationship existed there between the male and female teacher in each category 47 of the observed behavioral indices. No significant difference based on the categories was observed.

Vibha (2008) in her study on relationship between nonverbal classroom communication and teaching effectiveness on a sample of 75 pupil teachers representing various faculties of Dayalbagh Education Institute, Agra reported that the nonverbal classroom communication ability is not homogeneous in pupil teachers. Overall the nonverbal classroom communication of the pupil teachers was found to be above average. Most of the pupil teachers’ pay more attention to keeping proper eye contact and using proper paralanguage in classroom teaching. Pupil teachers do not pay proper attention towards creating artifacts 48 and use of haptics in their classroom teaching. A large number of B.Ed. trainees were moderately effective. The study revealed that nonverbal classroom communication behavior of pupil teachers was highly positively correlated with teaching effectiveness. There was significant difference between the mean scores of gesture, eye contact, posture, kinesics and paralanguage of highly effective pupil teachers and less effective pupil teachers. But there was no significant difference between the haptics and artifacts types of nonverbal classroom communication behavior of highly and less effective pupil teachers.
Cheung, Hoi Yan (2008) conducted a comparative study on Primary In-service Teachers from Hong Kong and Shanghai on their Teacher Effectiveness. The study was conducted on a sample of 725 Hong Kong and 575 Shanghai Primary in-service teachers. The study was aimed at comparing their effectiveness based on classroom teaching techniques, relationship with students and their parents, communication skills, classroom management efficacies, and knowledge in information and communication technology. The teachers from Shanghai proved to be more effective in the factor such as relationship with students and parents and possessing good communication skills.

Onderi; Henry; Croll, Paul (2009) 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 the respondents possessed a high self-perception about their effectiveness and there was no significant relationship of their perception about effectiveness and their age, teaching experience or gender.

Dakshinamurthy (2010) designed a study to examine the effect of teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on academic achievement in social science. Teachers from 150 secondary school were selected from Dharwad district of the Karnataka State. Results concluded that the teachers with introversion personality type influenced higher on the academic achievement of students in social science than the teachers with extroversion personality type. The teachers with favorable attitudes towards profession influenced more on the academic achievement of students in social science than the teachers with unfavorable attitudes towards profession. The teachers with effective teaching influenced higher on the academic achievement of students in social science than the teachers with effective teaching.

Dhillon and Navdeep (2010) explored teacher effectiveness in relation to their value patterns. The sample comprised of 100 male and 100 female teachers. Two tests Teacher Effectiveness Scale (TES) and Teacher’s Value Inventory (TVI) had been used. Results of
the study had shown no relationship between teacher effectiveness and value patterns of teachers. There was no significant difference in the level of teacher effectiveness of male and female, government and private schools teachers. There was no significant difference in the value patterns of male and female teachers and government and private school teachers.

**Siddiqui, Tahir Kaleem (2010)** study was led on Teacher Competencies and Teaching Practices in Workers Welfare Model Schools. The study has gone for investigating pointers of school viability. A blended technique methodology was embraced to study the condition of school viability. Forty specimen schools were chosen from a sum of 75 from Pakistan. Multistage examining strategy was utilized for test determination. Twenty principals, 400 educators and 80 classroom perceptions constituted the populace for this study. The information gathered through the poll, classroom perceptions, centered gathering. Information gathered through previously stated instruments was organized, dissected by both subjective and quantitative systems and deciphered category wise. To examine the information, chi-square test was connected to figure out the importance of contrast among the assessments of the respondents. On the premise of results got from the examination of information through chi square test, articulations were acknowledged or rejected. Significant discoveries of the study showed that however the greater part of the instructors was mindful of principles of educating for school viability to some degree yet they were not executing these benchmarks in their classrooms. Likewise greater part of the educators was not utilizing assessment methods legitimately. The instructors, nonetheless, concurred with two noteworthy attributes of the educator instruction for school viability i.e. content information and pedagogical skills. The real ramifications of the study was to move from address standard to collective, intuitive and majority rule showing style and create tutoring and observing instructor training project for general school adequacy. Additionally a need develops to discover regarding why educators, regardless of having learning of the obliged systems, don't implement the principles of school effectiveness.

**Sawhney and Kaur (2011)** inspected instructor adequacy in connection to self-concept of elementary teachers. Teacher Effectiveness Scale by Kumar and Mutha and Self-concept Inventory by Mohsin were employed for information gathering from grade teachers of
Punjab State. Aftereffects of the study uncovered that there was no critical distinction found in the instructor adequacy of male and female instructors. A noteworthy 83 distinctions were found between self-concept of male and female grade teachers. There existed critical relationship between educator adequacy and self-idea of male and female elementary teachers.

Subedi et al. (2011) led a study on 6,184 students and 253 science teachers from every center school in the Orange County Public Schools in the USA. The discoveries demonstrated critical constructive outcomes of mathematics substance region confirmation, instructor experience and the collaboration impacts of substance range affirmation on understudies' scores. The discoveries of this study uncovered that the educator quality, instructor experience and collaboration impacts connected with these indicators, were critical figures foreseeing math addition scores. Study likewise uncovered that school level variables were moderately less critical for measuring educator viability. Subsequently it can be summed up that instructor viability can be archived by assessing instructing practices that are connected with coveted understudy results and the accomplishment of school objectives through methodical accumulation of confirmation about educator arranging and guideline, work with folks and understudies or commitments to the school. Viable instructors indicate more passionate knowledge, solid handle of topic, utilization of deliberate guideline systems, elevated requirements of understudies and themselves, agreeable connections with others, great administration abilities, openness to understudies outside the class when contrasted with incapable teachers.

Shweta Tyagi (2013) investigated on Demographic Characteristics and teacher effectiveness. Investigation uncovered that the demographic attributes (social foundation conjugal status, school showing knowledge, showing subjects and capability) of optional teachers were affected on diverse measurements of secondary level teacher’s effectiveness.

Haroon Mohammed Tawarah (2013) study was made on “Teachers’ Effectiveness in Asking Classroom’s Questions and Their Interaction with Student Responses and Questions” study investigated that the overall means of teachers’ effectiveness is at
medium level, while the domain of asking and the interaction with the students was at a high level and with the same degree for both of them, while the domain receiving the students’ questions came at the medium level. Moreover, results showed that there was no statistical significance attributed to gender, education qualification and the interaction between them at significance level of $a=0.05$ on the questionnaire fields and on the questionnaire as a whole.

Professional Competency of Teachers takes into consideration of Teacher effectiveness, which is a significant element of Professional competency. In view of this studies made on Teacher effectiveness were reviewed and presented here. Mortimore (1994), from his study “School Effectiveness and Management of Effective Learning and Teaching” found that the effective teaching skills are Organizational skills, skills for synthesizing, skills of presentation, skill for conducting assessment, managerial skills and evaluative skill. On the other hand Ganeswara (1995) found significant relation between teacher effectiveness and the income or years of service of the teachers. Askew et al. (1997) found that very compelling teachers were described by connectionist convictions, while transmission and revelation introductions had a tendency to portray a percentage of the less viable instructors. Raja et al. (1998) focused on teacher effectiveness and school organizational climate of boys’ higher secondary schools in Tuticorin were he found organizational climate Efficiency of teachers was low in schools having controlled climate whereas it was average or above average in schools having autonomous climate. Srivastava (2005) says that the age variable did not produce a significant impact on teachers’ effectiveness. The male and female teachers did not differ significantly with one another at different age-level. Thus, age was a mild determinant of teacher effectiveness. Rai (2005) found significant correlation in the teaching effectiveness score of male and female teachers. Sridhar and Badiei (2007) concluded that younger teachers had the highest teaching efficacy and that teaching efficacy declined slightly with age. Adegbile and Adeyemi (2008) examined quality assurance through teachers’ effectiveness, and studied on one hundred primary school teachers of State, Nigeria. Researcher found No significant difference based on the categories was observed. Vibha (2008) studied on relationship between nonverbal classroom communication and teaching effectiveness and found that there was no significant difference between the haptics and artifacts types of nonverbal classroom communication behavior. Dakshinamurthy (2010) designed a study to examine
the effect of teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness revealed that the teachers with effective teaching influenced higher on the academic achievement of students in social science than the teachers with effective teaching. Sawhney and Kaur (2011) inspected instructor adequacy in connection to self-concept of elementary teachers. There existed critical relationship between educator adequacy and self-idea of male and female elementary teachers.

In view of the above studies one can summarize that the teacher effectiveness can be documented by evaluating teaching practices that are associated with desired student outcomes and the achievement of school goals through systematic collection of evidence about teacher planning and instruction. Effective teachers show more emotional intelligence, strong grasp of subject matter, use of systematic instruction techniques, high expectations of students and themselves, comfortable interactions with others, good management skills, accessibility to students outside the class as compared to ineffective teachers. Such essential qualities of the teachers reflect in their Professional Competency of Teaching community.

The other important, related and much relevant area of study is Professional Ethics, including its relation if any with the Professional Competency. Researcher made a sincere effort in finding the investigations done on Professional Ethics and its relation with Professional Competency. Following section presents the details of works that were found.

2.4.0 Studies on Professional Ethics

When an individual practices the professional work it essentially involves the conduct and behaviour, relevant to the profession. It obviously involves interacting, researching, reporting etc. Different professions and different organizations do evolve their respective professional ethics. Teacher organizations and even Government bodies, of late have developed certain norms in this respect. However, researcher could not find many studies in this respect for review; yet, few related works, conducted in India and abroad were identified and presented below for review.
Researcher made the best possible effort to find studies conducted in India on Professional Ethics. However, Researcher could find few such studies on Professional Ethics conducted in India and they are included in this review. Studies on Professional Ethics conducted in abroad are also reviewed and presented below.

2.4.1 Professional Ethics Studies – India

Vinayshil (1996) studied Ethics and values: The managerial implications discussed the role of ethics and values in the functioning of organization. Ethics and values provide a sense of direction to the broad functioning of an organization. The findings of the study revealed that (1) It was important to identify the source of ethics and its understanding for every person in an organization. (2) A person must identify his/her value system; make a conscious choice and carry conviction to standby it. (3) Values must be carefully chosen and it was easy to standby them if one was clear about the reality and about one’s origin and the purpose of life itself.

Mohana & Gnanadevan (2007) found that (1) Professional ethics of teachers should be high. (2) The organizational climate as perceived by the teachers should be high. (3) There was a significant difference between the male and female teachers in their professional ethics. The professional ethics of female teachers was higher than male teachers. (4) The teachers working in rural areas had more professional ethics than the teachers working in urban areas. (5) Professional ethics of teachers teaching at primary level was higher than the teachers teaching at secondary, higher secondary and college level.

Sanjaya Kumar Das (2014) directed an examination on Professional Ethics grow with Teaching Experience on Women Teachers in Higher Education Institutions of Punjab and reported that professional ethics build positive family relationship with teaching knowledge of lady educators in Higher Education Institutions in India. Ethical values in educators develop with experience of teachers and a deduction could be drawn from APA’s study through the present Indian research that instructors with additionally teaching background show moderate level of expert ethics which is resultant of age that get tuned
with identity characteristics. An aggregate of 200 lady educators were drawn from two colleges (self-financed and government) of Punjab. The Professional Ethics Scale for Teachers (PEST, 2007) of Jasmeen Kaur was utilized to record proficient morals while showing background was recorded on an ordinal scale. With the backing of Pearson's Correlation, the study reported an insignificant positive relationship coefficient between proficient morals and showing background among lady teachers; along these lines demonstrating a pattern well coordinating towards "morals are found out crosswise over ages and age advance encounters.

2.4.2 Professional Ethics Studies – Abroad

Jeffery (1990) attempted an investigation into factors influencing the professional ethical behaviour of school principals. A number of factors were significantly related to school setting and school size. There were significant relationships with the principals’ age, gender, level of education, commitment to the beliefs of a church, familiarity with teachers’ association code of ethics and written and unwritten school board ethical guidelines.

Hanson (1992) remarked on professional ethics teaching at four institutions of higher education in the North West region of the United States. The study explored (1) The evolution of professional ethics courses. (2) The views of practicing faculty on the teaching of ethics. (3) Institutional, cultural influences on the extent, vitality and meaning of ethics teaching in professional schools. Faculty generally did not think they were isolated because they taught ethics. Several faculties, however, noted a seemingly in harmonious sentiment that many of their colleagues and peers did not understand ethics or their ethics courses very well. The study also examined ethics courses in terms of leadership, tradition, expectation and vitality. Finally desirable professional standards, subjectiveness of ascertaining qualifications, design and emphasis of ethics training and enhancing institutions’ ethical climate were desired.

Kramer (1992) explored the salience of ethics as a component of administrative decision making with regard to the promotion of multiculturalism in higher education. The
importance of campus climate as a factor in minority retention, the ethics of community as a core value in minority cultures and the ethical responsibilities of chief executive officers were collaborated. It covered four areas as societal issues, campus climate, academic and professional standards and paradigm. It concluded three ethical principles of community as (1) Co-operation (2) Social division (3) The ideal of community.

Nolan (1992) investigated that ethical leadership and strong organizational culture were characteristics of successful business organizations. High expectations for student achievement, a clear sense of mission and the leadership of the principal had been consistently associated by effective school research with students’ achievement. The findings of the study were (1) within a school, the teachers’ expectations for the high school completion of their students and the attendance rates of students were related to teachers’ efficiency beliefs. (2) The principal’s ethical leadership philosophy was strongly related to the principal’s leadership practice. (3) Ethical leadership defined as transformational leadership, could be defined and identified. (4) Principal’s leadership practices were strongly related to the school’s ethical climate.

Gordon (1994) investigated patterns of teaching ethics among graduate school work educators in Boston and Washington City. Findings indicated that faculty tended to teach ethics along a continuum ranging from implicit to explicit. Faculty scoring in the explicit range was more likely to identify value conflicts than they were to address ethical analysis and problem solving. Faculty preferences regarding the teaching of ethics in the curriculum indicated that majority of participants favoured the inclusion of a discrete course in ethics in addition to the pervasive approach.

Blake et.al. (2000) investigated changes in student teachers' attitudes concerning Professional Ethics as they progressed through teacher education programs and concluded that about half of each group defined ethics as relating to values, morals, and beliefs. The definition remained consistent as students were exposed to increased hours in the schools. The second largest percentage of definitions fell within the theme of standards and rules. A third major theme was ethics as behavior. Students varied greatly in who they believed determined school ethics. Common themes emerged over all six levels, but a large
difference about the responsibility for determining ethics was evident. Students believed that serious ethical concerns facing educators include really helping students learn and get through school, unethical demands from principals, racism and cultural problems, and student abuse.

**S. Alvin Leung (2003)** carried out a survey on ethical counseling. Study revealed that the vast majority of directing teachers were mindful of their expert breaking points, and were willing to look for approaches to enhance their ability. Numerous teachers were mindful of the centrality of issues, for example, educated assent and classifiedness in an advising relationship, however they from time to time made an interpretation of their mindfulness into composed approaches and standard methodology. While shirking of double or numerous connections is one of the key components in advising morals, a larger part of guiding educators felt that double connections were unavoidable in school settings. As far as expert standing, most guiding instructors did not see themselves as expert guides as they connected with other helping professionals.

**Maisarah Mohamed Saat et.al (2004)** examination was made on perception of ethics by the teachers and students. The outcome uncovered that dishonest activities that most instructors are utilizing college resources for individual exercises, instructing material that the teachers have not by any stretch of the imagination comprehended and scratching off available time unreasonably. Furthermore study found that the likeliness of respondents submitting the exploitative conduct is somewhat low contrasted with the likeliness of their associates doing it. Among suggestions proposed; the University ought to create and convey moral values through morals course, preparing, colloquium, University ought to concentrate on the nature of faculty and expert improvement programs for both pupils and staff, setting great sample or part displaying by the workforce and University individuals. Moreover, the study proposes that the educational program ought to underline in coordinating morals in all subjects taught and the staff code of morals must be made more mindful to all University individuals.

**Julie (2005)** mulled over the advancement of new learning about the significance of moral standards for instructive authority. There is a general concern among numerous
Specialists about current patterns of dishonest conduct as exhibited by conspicuous pioneers in numerous fields. Morals has been a theme of concern all through history and showed a solid relationship between fruitful authority and moral conduct. Instructive associations have an extraordinary commitment to model morals for the advantage of teaching on youth. Society can't be more moral if school pioneers carry exactly opposite to it. Examination affirmed a genuine absence of expert preparing for instructive pioneers in the ethical and moral measurements of organization.

**William (2007)** led an exploration on Ethics in teacher education colleges. The discoveries of this Tanzanian study disclosed two noteworthy activities: the utilization of school regulations and the educating of religious implicit rules. Difficulties, then again, ran from the unlucky deficiency of a course identified with instructor morals, proficient "inadequacy" of educator teachers, lack of qualified instructors, absence of assets, the ethical issue of society or the flippancy of folks and society. This study has emphasized that without a much characterized training strategy for advancing instructor morals instruction endeavors to that impact are destined to fall level.

**Lorenzo Cherubini (2008)** directed an exploration on the complexities of moral choice making in forthcoming instructors' learning and inferred that the moral proclamations are instrumental in their learning; and the act of showing exists inside dumbfounding pressures.

**Ana Paula Caetano (2009)** made a study on Professional Ethics and Teacher Education. Study distinguished a few angles identified with the moral preparing of instructors which are joined with different measurements under study, to be specific the regulation and formation of a deontological code and the moral, individual and expert originations of educators. Notwithstanding an interpretative examination of information and a brief audit of current enactment and studies, this study pondered the points of view and techniques to be considered in the moral preparation of instructors.

**Naciye Aksoy (2010)** considered the Educators' Beliefs about Ethical Dilemmas in Teaching Teachers. This study of Turkey was focused on Elementary School Teachers and
conclusively opined that few of the teachers agree that there are some issues in the profession. However all do not agree to it.

**Patricia Melo (2010)** study was focused on Moral Conflicts in fresh teachers. Important discoveries were: (1) Novice instructors see instructing as an ethical try, (2) qualities guide Novice educators in their day by day work and learner instructors are open to communicating their qualities in the classroom, (3) the greater part of moral clashes that Novice instructors experience include students only (but not partners, heads or the folks of their understudies), and (4) the most widely recognized philosophical structure that Novice teachers use in their moral choice making is the tenet utilitarian system.

**Emre Unal (2011)** examined the relationship between Pre-Service teachers’ ethical reasoning levels and their academic dishonesty levels. The study have supported the hypothesis that ethical judgment levels, genders and accommodations of prospective teachers significantly predict their academic dishonesty levels while the hypothesis that universities, departments and class levels of prospective teachers have a significant effect on their academic dishonesty levels is proven wrong.

**Mary Anne (2012)** studied on an Outcomes Centered Ethics Course for Pre-Service Teachers Using Case Histories and concluded that the effectiveness of using case histories in teaching ethics with the purpose of increasing awareness of ethical issues and enhancing judgmental skills. The use of a color rubric was found to facilitate student awareness of the extended effects of a particular situation, the need for a formalized manual of case histories for use in ethics classes was identified.

**Elizabeth Mendoza (2012)** directed her investigation on thinking via ethics and inferred that both fresher and specialists identically organize their "loyalty," "doing great," and "compensation," albeit there was variability between two sets. To clarify their reactions, mediators referred to their expert moral code and rubric choice making rules, and they utilized low-setting talk to dissect individual-centered reactions. Master mediators, alternately, drew upon implicit learning based upon an establishment of the Code of Professional Conduct and utilized high-setting talk to add to a group centered reaction.
Stojanovska (2013) conducted a research on students, Opinion about Professional Ethics - relation of the teachers. This study was focused on analysis of the professional ethical relation of teachers towards students seen from student’s point of view. The obtained result show that teachers mainly keep in line with the moral codes of conduct with the students, but not always all teachers respect them. The result also show that not always and not all teachers keep the moral codes of conduct with the students. One third of the respondents have reported their opinion of the total number of respondents. Their reactions were that teachers sometimes treat them rudely and arrogantly, that the teachers do not motivate and do not pay attention to student’s ideas, that they are more tolerant and subjective towards female students, that they do not grade them objectively and that some teachers insult them using bad language and threaten them.

The expressed attitude and opinion about respecting moral codes of teacher’s conduct that have been reported at one third of the respondents, point out that this problem is present and that the educational institutions should treat it with more concern. Despite the fact that the moral codes of conduct of the teachers are regulated by certain laws and by-laws, still, it is necessary that this issue is treated more precisely by a special ethical codes for the teaching profession. That way all moral standards of this profession would become accessible and beneficial for the teachers, the students and their parents.

Yi-Hua Tsai’s (2013) study on Morals and counseling related aspects included their impact on restoration. The study was made on 47 expert’s candidates in restoration and advising Programs. Results demonstrated that a larger part of projects offered morals instruction in a blending strategy for a different course and implanted morals related themes all through the educational module, and 48 and 60 credit hours. The pupils, who got fluctuated arrangements of morals instruction and in distinctive demographic data gatherings, did not exhibit noteworthy contrasts on the level of their ethical improvement and advancement of moral thinking. Besides, on a 6-point Likert scale, members answered and showed a mean of 4.48 on their fulfillment about their present morals training and have a general mean of 4.39 on the certainty level and a general mean of 4.53 on self-reported fitness level in drawing closer and taking care of a moral circumstance.
Joyce Nzulwa (2014) conducted a research on Motivational factors affecting High School Teachers’ Professional Conduct and Work Performance. This study sought to establish the motivational factors affecting teachers’ professional conduct and work performance of high school teachers in Nairobi County. A descriptive survey design was adopted, with a sample of 150 teachers. The findings indicated teachers professional conduct and work performance is greatly influenced by motivational factors and there is need to review the motivational tools in place to align them with the teachers need.

XIE Ou (2014) conducted a research on the Present Situation of Primary and Secondary Teachers’ Professional Ethics in China and reported that Teachers’ professional ethics is a core element in the professional development of teachers. Through the survey, it was found that there were some problems in the professional ethical construction of primary and secondary teachers in China. There was an imbalance between “justice” and “profit” for teachers in the process of professional ethical construction. The researcher suggested that they should not only stimulate teachers’ ethical needs in the construction of professional ethics and advocate the unification of teachers’ utilitarian spirit and the spirit of dedication, but also establish and improve the reward and punishment mechanism for teachers’ professional ethics, providing ethical rewards for teachers from a practical perspective so as to promote the development of teachers’ professional ethics in China.

Farahani and Farahani (2014) conducted a study on Professional Ethics components among Faculty Members in the Engineering and revealed as engineering has a decisive impact on the development of the society, so faculty members in engineering branch are required to take ethical components into consideration in relation to their students. The aim of the present study is to recognize the rate of professional ethics components used by these faculty members in education. Ethics is a necessity need in every profession it should be taken into account in employing people and in work environments. Due to the high impact of educational environments and especially universities on the future of students and because of their critical duties in rendering education and making communities more developed. The importance of recognizing and observing professional ethics in these environments has increased. Based on the results of the present study, following were observed as the most important components of professional ethics: respect
for the students, safety and health of students, privacy of students, failure to provide material benefits in return for giving score to students, trust and respect of students, having spirit of tolerance and openness in dealing with students, attention to appearance and covering appropriately by teachers, avoiding in appropriate humor and jokes, not using the university facilities for personal matters by teachers.

Various studies conducted abroad on Professional Ethics paid due attention to the ethical considerations. A Tanzinian study (Wiliam, 2007) dealing with promoting teacher ethics in colleges of teacher education felt absence of any course related to teacher ethics is promoting professional in competency amongst teacher educators. Shortage of well-defined educational policy promoting teacher ethics is essential. Student teachers attitude towards ethics remained large on considering the responsibility of determining ethics (Blake et.al. 2000). On the other hand Lorenzo Cherubini (2008) studied complexities in ethical decision making observed an important aspect, i.e. ethical statements are instrumental in scaffolding their learning. Studies in general considered importance to Professional Ethics. Yet, a pertinent question remains to be answered that is there any relation between Professional Competency and Professional Ethics? If so how is it related?

In brief one may get motivated by these investigations for some further studies in the area of Professional Competency and Professional Ethics of teachers, including their interrelation, exists if any. Critical examinations of the above stimulating investigations promote the idea of further work as some research gaps can be visualized.

**2.5.0 Gaps in Previous Researches**

After reviewing the national and international related literature of the research studies related to Professional Competency and Professional Ethics following research gaps were noticed:

1. Mostly the researchers conducted on Professional Ethics are done in western countries. In India researches are conducted mainly on teaching skills, teaching methods and teaching competency etc. but very few studies conducted on different
competency in teaching. No studies were found to study Professional Ethics and Professional Competency exclusively.

2. It was also noted that no research work has been conducted together to study the Professional Competency and Professional Ethics in Pre-Service and In-Service teachers.

3. Teachers and the principal’s perception of Professional Competency and Professional Ethics remained elusive.

4. Need emerges to conduct a scientific study of Professional Competency and Professional Ethics.

2.6.0 Conclusion

An overview of the studies mentioned above by and large reveals that there exists due concern of the researchers in India and abroad on Professional Competency and Professional Ethics. However, only few studies have been conducted on Professional Competency and Professional Ethics and their inter relation. None of the studies in abroad and India have been conducted on Professional Competency and Professional Ethics on Pre-Service and In-Service teacher, in a comparative perspective. A focused study on Professional Competency and Professional Ethics would be helpful for the teachers, educational institutions, policy makers etc., besides attempting to fill certain research gaps.
The objective of the present chapter was to present review of related literature in logical order and to analyze the points emerging from the review of related literature. This facilitates the researcher to move ahead for evolving the rationale for further study in the related ideas and considering the methodological issues. Accordingly the next chapter deals with the methodology used in the present research.