

## CHAPTER – II

### REVIEW OF THE RELATED LITERATURE

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#### 2.0 Introduction

This chapter deals with the review of the related literature. The aim behind the study of research works done in the same field is to understand what type of study has been done and what exactly has been explored before the start of the present research work. The study of related literature and research work is very important as it provides proper guidelines to the researchers. It is an important aspect of the research which works as guidepost, not only with regard to the work done in the field, but also perceives the gaps and lacunas in the concerned field of research. It helps in the understanding the potentialities of the research problem. Besides this, survey of related literature means to locate, to read and to evaluate the past as well as current literature of the research concerned with the planned investigation. The time spent in such a survey is invariably a wise investment. The importance of related literature can be presented as below:

- Survey of the related literature helps Investigator to enable him/her to define the limits and problems of his/her study.
- The review of related studies may provide guidance regarding formation of objectives based hypotheses.
- Through the review of related literature the researcher can avoid unintentional duplication of well established findings.
- It helps in planning of an adequate research design and insightful interpretation of the results.
- It gives the researcher an understanding of research methodology which refers to the way; the study is to be conducted.

- It helps the researcher to know about the tools and procedure which prove to be useful and promising in the previous studies and also provides insight into the statistical methods through which validity of results is to be established.
- The review of related literature also helps in knowing the recommendations of previous researchers for further research.

Therefore, the study of related literature is of great importance because it encourages the investigator to go into details of the various aspects of the problem. Having realized the importance of related studies, investigator tried her best to study the related literature. The investigator tapped the various sources of available literature pertaining to the present study like survey of research, research journals, educational abstracts, international encyclopedia and year-books *etc.*. Some of the studies having direct or indirect bearing on the present study are reported as under:

## **2.1 Studies Related to Teacher Effectiveness**

**Johal and Singh (2016)** conducted a study on Teacher Effectiveness of secondary school teachers in relation to their Spiritual Intelligence. Objectives of the study are to find the relationship between Teacher Effectiveness and Spiritual Intelligence of Government and Public Secondary School Teachers. To find the difference between Teacher Effectiveness of high and low Spiritual Intelligence groups. To find the gender differences on both the measured variable. Spiritual Quotient Scale (2008) by Koradia, Singhal and Narang, Teacher Effectiveness Scale by Umme Kulsum (2009) was used for data collection. The result showed a significant positive relation between Teacher Effectiveness and Spiritual Intelligence when Government School Teachers rated themselves or rated by their Heads. In case of Public School Teachers a significant positive relation was found when they rated themselves but no relationship was found when rated by their Heads. The study also indicated that Spiritual Intelligence and Teacher Effectiveness are not influenced by gender and type of school.

However, High Spiritual Intelligence Group shows more Teaching Effectiveness as compared to Low Spiritual Intelligence Group.

**Chowdhury (2015)** Conducted study on Correlation study of Teaching Effectiveness and Job Satisfaction of secondary school teachers in Tinsukia District of Assam, India. The objectives of the study were: (1) To find out the level of Teaching Effectiveness among secondary school teachers in terms of teaching, learning process. (2) To assess the level of Job Satisfaction among secondary school teachers in relation to their profession. (3) To find out the relationship between Teacher Effectiveness and Job Satisfaction of secondary school teachers with respect to their Gender, Age, Experience, Qualification, Location of the school. Teacher Effectiveness scale by Dr. Shallu Puri and Prof. S.V. Gakhar; and Teacher's Job Satisfaction scale by Dr. Meera Dixit were used for data collection. The study reveals that majority of the teachers both male and female have average degree of Job Satisfaction and their level of effectiveness in their teaching learning process is also average. The study demonstrated that there was a significant positive relationship between Job Satisfaction and Teachers Effectiveness of secondary school teachers in terms of their Gender, Age, and Experience.

**Pachaiyappan and Ushalaya Raj (2014)** in a study on "Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers" revealed that the male and female school teachers did not differ significantly in their Teacher Effectiveness. It was also found that there was a significant difference in Teacher Effectiveness among the school teachers with respect to locality, arts and science stream, secondary and higher secondary level, teaching experience and type of school.

**Silveira (2014)** conducted a study to examine the relationship among Teacher Effectiveness, Pacing and Teacher Intensity. A scripted stimulus video was made where the teacher demonstrated predefined Pacing lapses to measure their Teacher Intensity, Teacher

Effectiveness, general perceptions and Teacher Pacing. 164 college students were randomly assigned to evaluate Teacher Intensity, general perceptions, Teacher Effectiveness and Teacher Pacing. College students evaluated the teacher on the construct using continuous and summative measures. Results indicated that the constructs had a strong positive linear correction with each other.

**Babu and Kumari (2013)** studied organizational climate as predictor of Teacher Effectiveness. The study revealed that (1) There exists Open Climate in Government Schools whereas Closed Climate exists in Private Schools, (2) Maximum number of effective teachers are in Government Schools where Open Climate exists compared to Private Schools where Closed Climate exists and (3) There is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate.

**Bella (2013)** investigated the Teacher Effectiveness and Professional Competency of higher secondary school teachers in Kottayam. 395 secondary school teachers were selected for the study. Savan's Professional Competency scale containing 35 items and Teacher Effectiveness scale by Jayaraman's were used. The findings showed no significant correlation between Teacher Effectiveness and Professional Competency among secondary school teachers.

**Goel (2013)** carried out a study on Teacher Effectiveness of teachers in relation with their Job Satisfaction, Personality and Mental Health. 600 school teachers were selected from three districts of Punjab. Teacher Effectiveness scale by Umme Kulsum, Job Satisfaction scale by Meera Dixit, Differential Personality Inventory by Ashish Kumar Singh and Arun Kumar Singh and Mental Health Check list by Pramod Kumar were used for data collection. The findings of the study revealed that Teacher Effectiveness of female teachers was significantly more when compared to male teachers and Teacher Effectiveness of urban school teachers was significantly more when compared to rural school teachers. Teachers

having high Job Satisfaction were more effective as compared to teachers having low Job Satisfaction.

**Tyagi (2013)** conducted a study on “Teaching Effectiveness of secondary school teachers in relation to their demographic characteristics”. The study was aimed to find out demographic characteristics-wise perception of secondary school teachers with regard to their Teaching Effectiveness. The results of the study indicated that qualification, stream, teaching experience and locality of the school significantly affects the Teaching Effectiveness of secondary school teachers.

**Reddy (2012)** studied Teacher Effectiveness in relation to Mental Health, Stress and Emotional Intelligence of high school teachers. The study also aimed at finding out the difference in Teacher Effectiveness in terms of gender, locality and type of the school. A sample of 320 teachers working in government and private high schools was collected randomly. The study revealed no significant impact of Mental Health on Teacher Effectiveness. The study revealed significant impact of Stress on Teacher Effectiveness. Teachers with high level of Stress were found less effective than the teachers with moderate level of stress. A significant impact of Emotional Intelligence was found on Teacher Effectiveness. Teachers with high Emotional Intelligence were effective than the teachers with low Emotional Intelligence. There was significant interaction between Stress and Emotional Intelligence on Teacher Effectiveness. Results indicated no significant difference in Teacher Effectiveness on the basis of gender, locality and type of school.

**Agarwal (2012)** conducted a co relational study of Teacher Effectiveness and Job Satisfaction of higher secondary school teachers. The study revealed that Teacher Effectiveness score of government school teachers was the highest among the three groups of teachers. Teachers of aided and non-aided schools were found to be moderately effective. The study also indicated in significant relationship between Teacher Effectiveness and Job

Satisfaction of government high secondary boys, girls and co-educational school teachers. The relationship between Teacher Effectiveness and Job Satisfaction of Aided boy's school teachers was found to be significantly positive. The relationship between Teacher Effectiveness and Job Satisfaction of aided girls and total school teachers was found significantly positive. Similarly, Non-Aided boys schools teachers have also shown significantly positive relationship. But Non-Aided girls school's teachers expressed in significant relation between Teacher Effectiveness and Job Satisfaction. The Non-Aided schools' teachers showed significant positive relationship.

**Kumar (2012)** conducted a study on the relationship between Teaching Effectiveness of women student teachers and their Creativity. The sample consisted of 500 female student teachers of colleges of Education (B.Ed) affiliated to Karnataka State Women's University, Bijapur. The Teacher Effectiveness scale developed by Umme kulsum and the Creativity test (verbal and Non verbal) prepared and standardized by Baquer Mehdi were used. The results showed that the student teachers with high Creativity had higher Teaching Effectiveness as compared to female student teachers with low Creativity. The rural female student teachers had significantly higher Creativity as compared to urban female student teachers. The science female student teachers were also found more creative than arts female student teachers. He further concluded that the other caste female student teachers showed higher Creativity scores as compared to SC/ST female student teachers.

**Riti (2012)** studied Teacher Effectiveness in relation to School Organizational Behavior of heads of schools. 60 Government Schools from three districts viz. Solan, Una and Bilaspur from Himachal Pradesh were taken up for the study. A sample of 350 teachers was drawn from these schools. Teacher Effectiveness Scale by Umme Kulsum (2000), School Organizational Climate Description Questionnaire by M.L. Sharma (1978) and Administrative Behaviour Scale by Haseen Taz (1998) were used to collect the data. The

results of the study revealed no significant difference in the Teacher Effectiveness of male and female teachers. A significant difference was found in the Teacher Effectiveness of the urban and rural secondary school teachers. Urban school teachers were found more effective than rural school teachers. In this study the Teacher Effectiveness significantly differed in schools with different types of School Organizational Climate which existed in different schools. The mean Teacher Effectiveness score was found higher in case of open School Organizational Climate. A significant difference was also found in the administrative behavior of school heads across different School Organizational Climate. Results of the study also revealed that administrative behavior had a significant and positive effect on Teacher Effectiveness

**Ritu and Singh (2012)** conducted a study on Teaching Effectiveness of secondary school teachers in relation to gender, type of school and location. The objectives of the study were to compare the Teaching Effectiveness of male and female, government and private; and urban and rural secondary school teachers. In this way data was collected from 128 secondary school teachers of Rohtak district in Haryana by using Teacher Effectiveness scale (TES) by P. Kumar and D.N. Mutha. Results of the study revealed that there exists no significant difference in Teacher Effectiveness on gender, type of school and locality basis.

**Sodhi (2012)** studied the Teacher Effectiveness of secondary school teachers in relation to their School Organizational Climate in Punjab. Sample of 450 secondary schools teachers were selected for the study. The teachers were administered by using School Organizational Climate scale, Teacher Effectiveness scale, teacher Attitude Inventory and Job Satisfaction scale. It was concluded that the teachers perceiving familiar and autonomous type of School Organizational Climate exhibited significantly higher level of Teacher Effectiveness as compared to those perceiving closed type of school climate. Gender, location, stream and teaching experience have no significant affect on teacher effectiveness.

**Kaur (2011)** investigated the relationship between Teacher Effectiveness and Self Concept of elementary school teachers. A sample of 150 elementary school teachers (75 male and 75 female) was considered for study using Teacher Effectiveness scale by P. Kumar and D.N. Mutha and Self Concept inventory by Mohsin. On the basis of results she reported no significant difference in the Teacher Effectiveness of elementary school teachers working in government and private schools. Male and female teachers were found similar on the variable Teacher Effectiveness. The study showed that male and female teachers were not similar on Self Concept. Male teachers were found high on Self Concept than their female counterparts. The results based on correlation analysis revealed positive and significant relationship between Teacher Effectiveness and Self Concept of elementary school teachers. Teachers with high Self Concept were found more effective than teachers with low Self Concept.

**Mishra (2011)** studied Teacher Effectiveness, Job Satisfaction and Institutional Commitment among secondary school teachers. The sample of 60 (30 male and 30 female) secondary school teachers was taken. The results of the study indicated that Teacher Effectiveness, Job Satisfaction and Institutional Commitment were found to be positively and significantly correlated with each other. The study also revealed that effective teachers were more satisfied with their job as compared to those who were low on Teacher Effectiveness. Results of the study also revealed that satisfied teachers were found to be more committed towards their institution than less job satisfied teachers. The study also revealed that male teachers were found more committed than female teachers. Results also indicated that there exist no significant difference in Teacher Effectiveness on the basis of gender and type of school.

**Sawhney and Kaur (2011)** studied Teacher Effectiveness in relation to Self Concept of elementary school teachers. Teacher Effectiveness Scale by P. Kumar and D.N. Mutha; and Self Concept Inventory by Mohsin were used for data collection. The result show that



there was no significant difference found in the Teacher Effectiveness of male and female teachers. A significant difference was found between Self Concept of male and female elementary school teachers. There exist significant relationship between Teacher Effectiveness and Self Concept of male and female elementary school teachers.

**Subedi et al. (2011)** conducted a study in U.S.A. on 6,184 students and 253 mathematics teachers from middle schools. The results shows significant positive effects of mathematics content-area certification, teacher experience and the interaction effects of content-area certification on students' scores. The results of this study showed that the teacher quality, teacher experience and interaction effects associated with these predictors, were important factors in predicting mathematics gain scores. Study also revealed that school level factors were relatively less important for measuring Teacher Effectiveness. They further indicated that 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.

**Uppal (2011)** examined the effect of Burnout on the well being, Job Satisfaction and effectiveness of teacher educators. The results showed a positive and significant relationship between well being and Teacher Effectiveness of teacher educators. A significant positive correlation was found between Job Satisfaction and Teacher Effectiveness. Insignificant difference in the Teacher Effectiveness of teacher educators was found due to high and moderate degree of burnout as well as due to moderate and low degree of Burnout. However, significant difference in the Teacher Effectiveness of high and low Burnout, Teacher Effectiveness was found and teacher educators with low Burnout were higher on the variable of Teacher Effectiveness as compared to high Burnout teacher educators. Negative significant correlation was found between Teacher Effectiveness and Emotional Exhaustion, whereas;

insignificant correlation was found between Teacher Effectiveness and depersonalization. The results showed a positive and significant relationship between Teacher Effectiveness and Personal Accomplishment.

**Rubio (2010)** studied effective teacher - Professional and personal skills. The results reported indicate that effective teachers need to have good professional and personal skills.

**Dakshinamurthy (2010)** carried out 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 schools were selected from Dharwad district of the Karnataka State. Results revealed that the teachers with introversion personality type were higher on the Academic Achievement of students in social science than the teachers with extroversion type of personality. 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 were found higher on the Academic Achievement of students in social science than the teachers with ineffective teaching.

**Dhillon and Navdeep (2010)** explored Teacher Effectiveness in relation to their Value patterns. The sample comprised of 100 male and 100 female teachers. Teacher Effectiveness Scale and Teacher's Value Inventory were used for data collection. After interpretation of the data it was found that there was no significant relation between Teacher Effectiveness and Value patterns of teachers. Further, it was also found that there was no significant difference in Teacher Effectiveness of male and female, government and private schools teachers. Similarly, there was no significant difference in the Value patterns of male and female teachers and government and private school teachers.

**D'Costa and Deshmukh (2010)** studied the relationship between Teacher Effectiveness and Multiple Intelligence of secondary school teachers. The study revealed that

effective teachers scored high on Multiple Intelligence scale as compared to their average or low effective teachers. The mean Inter Personal Intelligence score for teachers with low effectiveness was higher than the overall mean Inter Personal Intelligence. Mean Inter Personal Intelligence of the teachers with high effectiveness was higher than both average and low effective teachers. This result showed that having high degree of Inter Personal Intelligence was conducive to Teacher Effectiveness. The results further explored the fact that even those with low effectiveness showed high Inter Personal Intelligence meant that they were probably not putting this trait to good use for teaching. Teacher Effectiveness showed higher Multiple Intelligences in all areas.

**Kauts and Saroj (2010)** conducted a study to investigate the Teacher Effectiveness and Occupational Stress in relation to Emotional Intelligence among teachers at secondary stage. Result revealed that both male and female teachers were at same level Teacher Effectiveness. It was also observed that male teachers were more stressed than female teachers. The analysis showed that teachers with high Emotional Intelligence were more effective in their teaching were found with less Occupational Stress while teachers with low Emotional Intelligence had more Occupational Stress and less Teacher Effectiveness. There was no interaction between gender and Emotional Intelligence of the teachers on the scores of Teacher Effectiveness.

**Arora (2009)** studied the relation of burnout with Teacher Effectiveness and Self Confidence of secondary school teachers. The results indicated a significant and positive relationship between Burnout and Teacher Effectiveness of secondary school teachers. A significant relationship was also found between the Burnout and Teacher Effectiveness of male and female secondary school teachers. The study also revealed significant relationship between Burnout and Teacher Effectiveness of rural and urban teachers.

**Bhardwaj (2009)** conducted a study of Teacher Effectiveness in relation to Teaching styles and Personality types of secondary school teachers. Results of the study showed non-significant relationship of various components of Teacher Effectiveness i.e. preparation and planning, knowledge of subject matter classroom management, teacher characteristic and interpersonal relations with any dimensions of Personality types. The study revealed that private secondary school teachers were more effective on all the areas than the government secondary school teachers. Male and female government secondary school teachers were found equal in all components of teacher's effectiveness except the knowledge of subject matter component. Male and female private secondary school teachers were found equal on all the components of Teacher Effectiveness. Learner - centered teaching was found better in overall Teacher Effectiveness than teacher-centered teaching. No significant interactional effect of Teaching style, Personality types, teaching stream and types of school was found on Teacher Effectiveness of secondary school teachers. Study also revealed that all the four independent variables did not interact in a significant way to influence Teacher Effectiveness of secondary school teachers.

**Kumar (2009)** compared Personality characteristics of most effective and least effective prospective teachers. Study was conducted on a sample of 400 prospective pupil teachers. General Teaching Competency Scale (GTCS) by Passi and Lalitha and 16 PF Questionnaire by Kapoor were used. It was concluded that most effective prospective teachers were found to be high on factor less intelligence vs. high intelligence, in comparison to least effective prospective teachers.

**Singh (2009)** in Jammu conducted a study on Motivation, Job Involvement, Occupational Stress and Coping Strategies as correlates of Teacher Effectiveness at senior secondary stage. The results of the study revealed that male and female secondary school teachers do not differ significantly on Teacher Effectiveness except motivator, advisor and

guide dimensions of Teacher Effectiveness. Female teachers were found more effective than male teachers as case motivator, advisor and guide dimensions of Teacher Effectiveness. No significant difference was found in Teacher Effectiveness of secondary school teachers on the basis of streams (science and arts). High Motivation, great Job Involvement, low Occupation Stress and a great deal of Coping Strategies had significant interaction with Teacher Effectiveness. No significant difference was observed between government and private school teachers with regard to Teacher Effectiveness. No significant difference was found between senior and junior teachers with respect to the effectiveness in their job. The results of the study also revealed that total score of Occupational Stress was also not associated with Teacher Effectiveness.

**Adegbile and Adeyemi (2008)** studied quality assurance through Teachers' Effectiveness. The sample of the study comprises 100 primary schools teachers of Usun State, Nigeria. Classroom Interaction Sheet was used for assessing teacher's effectiveness as an index of quality assurance. As a result no significant relationship was found between the male and female teachers in each category of the observed behavioral indices. Similarly, no significant difference based on the categories was observed.

**Indira (2008)** examined Burnout and stress among secondary school teachers in relation to their Teaching Effectiveness. 93 secondary school teachers were respondents from eleven secondary schools of Greater Bombay, using stratified sampling technique. The Maslach Burnout Inventory, Teaching Stress Survey of Mishra, Teaching Effectiveness – Teachers' Self Evaluation Rating Scale of Silva and Students' Evaluation of Teaching Effectiveness Rating Scale of Silva were used. Teaching Effectiveness as perceived by teachers and Burnout due to intensity and frequency of Emotional Exhaustion as well as Personal Accomplishment were significantly related. Teachers had the perception that Teaching Effectiveness was not influenced by the level of stress. Students also had the

perception that Teaching Effectiveness was not influenced by the level of stress that teachers perceive. Teachers had shown positive relationship between Stress and Burnout due to intensity of Emotional Exhaustion. Relationship of Teaching Effectiveness as perceived by teachers and Burnout did not make any difference between experienced and inexperienced teachers, qualified and overqualified teachers, aided and unaided school and subjects taught (Language / Social science / Science) with the exception of age of teachers, single sex and co-ed school. Relationship of Teaching Effectiveness as perceived by students and Burnout did not make any difference between experienced and inexperienced teachers, age of teachers, single sex and co-ed school, aided and unaided school with the exception of qualified and overqualified teachers and subjects taught (Language / Social science / Science). Stress and Teaching Effectiveness on the basis of qualification, experience, subjects taught, type of school and age of teachers are not related. Similarly, teachers stress and Teaching Effectiveness as perceived by students on the basis of qualification, experience, subjects taught, type of school and age of teachers were not related.

**Puri (2008)** conducted a study entitled, “Study of Teacher Effectiveness of teacher educators in relation to Cognitive and Non-cognitive variables.” Results of the study showed that independent Cognitive variables of Emotional Intelligence and independent Non-cognitive variables of Teacher attitude towards teaching were found to be good predictors of Teacher Effectiveness of teacher educators. The Cognitive variables i.e. general mental ability and problem solving ability and independent Non- cognitive variables i.e. occupational stress and teachers adjustment were found negligible correlated. A significant difference was found in Teacher Effectiveness of male and female educators. Female educators were found more effective than their male educators.

**Satwinderpal (2008)** investigated Occupational Stress in relation to Teacher Effectiveness among secondary school teachers. 1000 government secondary school teachers

were randomly selected from the four districts namely Ludhiana, Patiala, Muktsar and Mansa of Punjab for the sample of the study. With the help of Teacher Effectiveness scale, 213 highly effective and 203 less effective teachers were identified and 200 highly effective and 200 less effective teachers were taken for the study. To study the Teacher Effectiveness, the Teacher Effectiveness Scale (TES) by P. Kumar and D.N. Mutha was used. Results revealed that the values of correlation coefficients between Teacher Effectiveness and Occupational Stress were  $-.871$ ,  $-.468$  and  $-.892$  for the highly effective, less effective and total group of teachers. All the values were negative and significant.

**Sridhar and Badiei (2008)** examined and compared the Teacher Efficacy of higher primary school teachers in India and Iran by surveying 225 Indian teachers and 222 Iranian teachers. Overall Teacher Efficacy scores were almost high. Iranian male teachers had high Personal Efficacy than Indian male teachers.

**Vibha (2008)** studied on relationship between Nonverbal Classroom Communications and Teaching Effectiveness on a sample of 75 pupil teachers representing various faculties of Dayalbagh Education Institute, Agra. She reported that the Nonverbal Classroom Communication ability is not homogeneous in pupil teachers. Overall Nonverbal Classroom Communication of the pupil teachers was found to be above average. Most of the pupil teachers pay more attention to keep proper eye contact and proper paralanguage in classroom teaching. Pupil teachers do not pay proper attention towards creating artifacts and use of haptics in their classroom teaching. B.Ed. trainees in large number 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.

**Dilliraj (2007)** investigated Teacher Effectiveness in relation to Work Satisfaction, Media Utilization and Attitude towards the use of Information and Communication Technology among secondary school teachers. Results of the investigation revealed that secondary school teachers belonging to government and private schools exhibited comparable Teacher Effectiveness. The secondary school teachers belonging to different academic streams viz, language, Science, Mathematics and Social Sciences exhibited comparable Teacher Effectiveness. Further, no significant interaction between school type and teachers of different academic stream with regard to Teacher Effectiveness was observed. More effective teachers exhibited better Work Satisfaction and Attitude towards Information Communication Technology than less effective government and private schools teachers.

**Jain (2007)** compared the Teaching Effectiveness of teacher trained through distance mode in relation to sex, type of school and teaching experience. The classroom teaching incorporated review of home adjustment, introduction of the lesson, development of the lesson and classroom climate. The study revealed that the Teaching Effectiveness of teachers towards profession with respect to sex, type of school and teaching experience was significant. It was also found that less experienced female teachers teaching in private schools exhibited better classroom teaching. Private school teachers were more effective in classroom teaching as compared to government school teachers. Less experienced teachers were found to be better in reviewing the home assignment of the students in classroom as compared to more experienced teachers and no significant difference was found between the male and female teachers in case of skills like response management and class management.

**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 department were selected, on random basis. Tools used



are Teacher Effectiveness Scale by P. Kumar and D.N. Mutha, Organizational Climate Description Questionnaire (OCDQ) by Sharma and Teachers Rating scale. There was a significant difference between autonomous college teachers and non autonomous college teachers on Teacher Effectiveness. Autonomous college teachers were found more effective than non-autonomous college teachers. Male teachers of autonomous colleges 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. It was found from the study 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 which declined slightly with age.

**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 of Navapur and Dhule cities of North Maharashtra. Emotional Maturity Scale by Bhargava and Sigh; and Teachers Effectiveness Scale by P. Kumar and D.N. Mutha were 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.

**Kumari (2006)** conducted a study entitled, “Teacher Effectiveness in relation to Intelligence, Personality and Environmental awareness among high school teachers”. A sample of 500 high school teachers comprising of male, female, urban and rural population was selected randomly from two districts i.e. Ludhiana and Moga of Punjab State. The results showed significant and positive relationship of Teacher Effectiveness with intelligence, extroversion and environmental awareness of male and female, rural and urban high school teachers of Ludhiana and Moga districts. Study further revealed significant and positive relationship between Teacher Effectiveness and the variable of general mental ability. Significant differences were found among the high school teachers of Ludhiana and Moga Districts with high and low level of Teacher Effectiveness regarding their intelligence extroversion trait of Personality and Environmental awareness. Study revealed that teachers with level of Teacher Effectiveness were more intelligent, more extrovert and more aware of the environment in comparison to the teachers with low level of Teacher Effectiveness. Out of three independent variables only two variables i.e. intelligence and Environment awareness were found to be good predictors of Teacher Effectiveness of high school teachers of Ludhiana, and Moga Districts. The study revealed significant difference among male and female teacher on the variable of Teacher Effectiveness. Results of the study further revealed that female high school teachers were more effective than male high school teachers.

**Leigh (2006)** studied on estimates of Teacher Effectiveness changes in students test scores within the period of two years using a data set covering over 10,000 Australian primary school teachers and over 90,000 pupils; He estimated how effective teachers are in raising students’ test scores from one exam to next. Since the exams are conducted only every two years, it is necessary to take account of the work of the teacher in the intervening year.

Even after adjusting for measurement error, the resulting teacher fixed was widely dispersed across teachers, and there was a strong positive correlation between a teacher's gains in literacy and numeracy. Teachers fixed effects show a significant association with some, though not all, observable teacher characteristics. Experience had the strongest effect, with a large effect in the early years of a teacher's career. Female teachers did better at teaching literacy. Teachers with a masters degree or some other form of further qualification did not appear to achieve significantly large test score gains. Overall, teacher characteristics found in the department payroll database could explain only a small fraction of the variance in teacher performance.

**Rajeswari and Prema (2006)** conducted a study on effectiveness of enriched curricular inputs to entrance teaching competence of Social Science teachers in kendriya vidyalayas. Objective of the study was to develop an understanding about social Science teaching and promote academic and social skills by promoting critical thinking, Science temper. This study was a single group experimental design. Treatment was given for 21 days. Population of the study was social Science teachers from Chennai, Mumbai and Hyderabad. 80 Social Science teachers were selected. Tools were Questionnaire seeking information Teacher's performance; Training needs of Social Science teachers; Learner needs for understanding Social Science and Performance assessment tools for Pretest, progressive test and post test. The findings shows that enriched curricular of in-service training programmers have significantly enhanced the teaching competence of Social Science Teachers.

**Amandeep and Gurpreet (2005)** on the basis of their study on "a study of Teacher Effectiveness in relation to Teaching Competency of secondary school teachers" concluded that (1) Female teachers are more effective in their teaching than male teachers (2) Male and female teachers do not differ significantly as far as their Teaching Competency is concerned

(3) Thus, variable of Teaching Competency plays significant role in Teacher Effectiveness of teachers.

**Arokiadoss (2005)** carried out a study to examine Teacher Effectiveness of 275 college teachers from Madurai Kamraj University in Tamil Nadu. Teacher Effectiveness scale and Personal Information schedule were used for the study. The results revealed that 18% teachers had high level of Teacher Effectiveness and 15% had low level of Teacher Effectiveness whereas 67% were at the average or moderate level of Teacher Effectiveness. Women teachers were effective in advising and guiding; and possessed better skills of teaching and evaluation. Male teachers were found to be effective motivators. Private college teachers showed more involvement in college activities. Autonomous college teachers were equipped with higher teaching skills and were more involved in college activities. Teachers with research degrees had motivating skills and they develop rapport with the students effectively.

**Ghali (2005)** studied Teacher Effectiveness and Job Satisfaction of female teachers. The sample of the study consisted of high school female teachers of Chittoor District of Andhra Pradesh. The study examined the effect of locality and management of the school and subject of teaching on Teacher Effectiveness of high school female teachers. From the study it was concluded that management of the school has a significant impact on Teacher Effectiveness. Locality and subject of teaching had no significant impact on Teacher Effectiveness. The results indicated that female teachers working in government schools were more effective as compared to teachers working in private schools.

**Malikow (2005)** on Effective Teacher Study concluded effective teacher as one who demonstrates extraordinary ability. His research found that to adopt effective abilities we can make the students effective.

**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 districts of Uttarakhand. 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 where Effective and ineffective teachers were compared with regard to 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 was observed. Insignificant difference between effective and ineffective female teachers was observed so far as their attitudes towards teaching profession was concerned. Male and female ineffective teachers were almost similar in their attitudes towards teaching profession

**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 P. Kumar and D.N. Mutha. The findings of the study revealed that the Teacher Effectiveness of male teachers dilutes with their increasing age. The Teacher Effectiveness of female teachers 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.

**Kumar and Annaraja (2004)** conducted the study on influence of Creativity and Awareness of Information Technology of higher secondary school teachers on their Teaching Effectiveness. Objective of the study was to find the relationship between Creativity, awareness of IT and Teaching Effectiveness. Tools for the study were Divergent Production

Ability tool by Sharma; Teaching Effectiveness Scale by Umme Kulsum and IT Awareness Scale made by the investigator. Sample for the study was collected from 600 higher secondary school Teachers of class IX to XII at Kanyakumari, Tirunelveli and Tuticorin Districts. The outcome of the study was; (1) Female Teachers were more creative than the male teachers (2) The unmarried teachers have more awareness of Information Technology than the married teachers.

**Kagathala (2002)** carried out a study entitled, “A study of effectiveness of teachers of secondary schools in Gujarat”. The findings of the study revealed that effectiveness of teachers of secondary schools in Gujarat was found to be average. Results also revealed that urban teachers were superior to rural teachers in Teaching Effectiveness. Furthermore, the results revealed that postgraduate teachers were more effective than graduate teachers. Although the results revealed that type of faculty made no differences on Teacher Effectiveness. Results showed that teachers having high creative personality were found to be more effective as to the teachers having low creative personality. There was no effect of caste of teachers on Teacher Effectiveness.

## **2.2 Studies Related to Teaching Competency**

**Pratibha (2017)** conducted a study on Teaching Competency of primary school teachers in relation to their sex and educational qualification. The study was of descriptive nature. 300 primary school teachers were taken as sample. General Teaching Competency Scale (GTCS) by B.K. Passi and M.S. Lalitha was used for data collection. The findings revealed that educational qualification and sex does not affect the overall Teaching Competency of primary school teachers.

**Ahmad and Khan (2016)** conducted a study “A study of Teaching Competency of secondary school teachers in relation to their educational qualification, stream and type of school” to study the Teaching Competency. 447 secondary school teachers from eastern U.P.

were selected for the analysis. General Teaching Competency Scale - a classroom observation schedule by Passi & Lalitha was used for the data collection. The result drew from the study shows that govt. teachers are dominating private teachers at secondary level on the basis of their Teaching Competency. It was also found that qualification does not affect the Teaching Competency of secondary school teacher. The science stream teachers were found more competent than art stream teachers.

**Kaur and Talwar (2016)** conducted a study on Teaching Competency of Secondary School Teachers In Relation To Emotional Intelligence. 100 secondary school teachers were selected randomly for the sample. General Teaching Competency Scale (GTCS), and Emotional Intelligence Scale (EIS) were used for data collection. The findings of the study reveal a significant and positive relationship between teachers' Teaching Competency and their Emotional Intelligence. But no significant difference was found between Teaching Competency as well as between Emotional Intelligence of secondary school teachers teaching in government and private Secondary schools. It was also found that Teaching Competency and Emotional Intelligence are not influenced by gender.

**Chauhan and Gupta (2014)** conducted a study “A Study of Teaching Competency among Teachers in Secondary School Level in Ghaziabad District”. The study was aimed to compare the Teaching Competency of different group of teachers working at secondary schools level. 100 teachers were selected and investigated. General Teaching Competency Scale by B. K. Passi and Mrs. M. S. Lalitha was used for data collection. The result revealed a significant difference in Teaching Competency with regard to gender, locality and teaching experience. The Teaching Competency of female teachers is higher than the male teachers. It was also found that competency of urban teachers is higher than their rural counterparts. Teaching Competency of experienced teachers is found higher than inexperienced teachers.

**Nirmala and Rajeswari (2013)** conducted a study on Teaching Competence and Self efficacy of Higher Teaching Competence and Self efficacy of higher secondary teachers in dindigul educational district in relation to the academic achievement of their students. 248 PG teachers were selected randomly and categorized on the basis of the type of school they worked in, their gender, marital status, nature of job, nature and type of appointment, income, educational qualifications, subjects handled, years of experience, involvement in other activities, participation in in-service training programmers and other parameters. The findings of the study revealed average level of Teaching Competence and Self efficacy. The study also revealed that Teaching Competence does not differ significantly with regard to the type of school, gender, locality and level of teaching experience.

**Jaidka and Passi (2012)** presented a study “A study of Teaching Competency among scheduled caste and non-scheduled caste pupil teachers in relation to their Emotional Intelligence” to assess, compare and relate the Emotional Intelligence with the Teaching Competency of teacher trainees. 400 teacher trainees were selected from various educational institutions of Punjab University were selected randomly and thereafter the data was divided into Schedule Caste and Non-Schedule Caste category. The findings of the study reveal that there was no significant difference between Schedule Caste and Non-Schedule Caste teacher trainees on the variable of Teaching Competency as well as Emotional Intelligence.

**Kavita (2011)** studied the effect of Classroom Questioning Behavior Training (CQBT) on Teaching Competency, attitude towards teaching and Self concept of student teachers. The results of the study indicate that the CQBT is a better strategy, than the conventional method of student teaching as Teaching Competence of student teachers was enhanced after CQBT. CQBT was found effective not only in improving the classroom questioning of student teachers, but it is also helpful in improving their Self concept.



**Khatoon, Azeem and Akhtar (2011)** studied the impact of different factors on Teaching Competencies at secondary school level in Pakistan. Descriptive research method was used for the study. The main objectives of the study were to find out the female school teachers, socio cultural problems, and Environment problems and to measure the Teaching Competency of teachers by relationship between teachers and students. The results of the study show that the most of families are in favors of female teacher's job. The research proves that the female spare the time for domestic work and have half day job. The study also proves that professional jealousy is everywhere and it affects the Teaching Competency.

**Pawar (2011)** studied the "Impact of Teacher Training on Teacher Competencies". The findings of the study showed that there is no significant difference in Teacher Competency of teachers who have trained conventionally and those who have done teacher training through distance education mode. No significant difference in Teaching Competencies of male and female teachers was found neither in conventional nor distance mode.

**Augustine (2010)** conducted a study on 'Teaching Aptitude, Competency, Academic background and Achievement in Educational Psychology of Student- teachers in the college of education'. 200 student teachers were selected from 5 colleges of education as a sample. The finding of the study shows a significant and positive relationship between Teaching Competency and Teaching Aptitude of student teachers. No consistent positive relationship was found between Academic background and Teaching Aptitude of student teachers. It is also found that there is no significant positive relationship between Teaching Aptitude and Achievement of student teachers in Educational Psychology.

**Daniel and Francisca (2010)** in the study on Teaching Competency of primary school teachers in relation to their Locus of Control revealed that (1) There was a significant difference in Teaching Competency of primary school teachers by their gender and (2) There

was no significant relationship between Teaching Competency and Locus of Control of primary school teachers.

**Ramesh and Annaraja (2010)** conducted a comparative study on Teaching Competency of male and female B.Ed. students in distance education. The study was aimed to find the level of Teaching Competency of B.Ed. students in distance education. Teaching Competency scale developed by Thomas Vargheese (2000) was used for data collection. 716 B.Ed. students were selected by random sampling. The findings of the study revealed that Teaching Competency of B.Ed. students in distance education was of moderate level and there was no significant difference in Teaching Competencies of male and female B.Ed. students in distance education.

**Sabu (2010)** conducted a study on In-service training programs and Teaching Competence of teachers which was aimed to find out the Teaching Competence of secondary school teachers with regard to their gender, age, type of school and In-service training attended. A sample of 631 secondary school teachers was selected randomly. The results revealed that there was a significant difference in the Teaching Competence of teachers with respect to their age and the need of In-service training for better Teaching Competence.

**Suryanarayana and Goteti (2010)** conducted a study to know the Teaching Competency and Job Satisfaction among secondary school teachers. The result shows that the variables of Teaching Competency were related with the teacher's Job Satisfaction. It is also found that Teaching Competency in terms of all demographic variables i.e. sex, locality, qualification, experience, type of management and type of institution was differs significantly, whereas the Job Satisfaction in terms of all demographic variables i.e. sex, locality, qualification, marital status, experience, type of management and type of institution was also differs significantly.

**Xavier (2009)** conducted a study on relationship between Job Satisfaction and Teaching Competency. Objective of the study was to find the relation between Job Satisfaction and Teaching Competency. Population for the study was PG teachers of Kanyakumari district. 96 PG teachers were selected. Job Satisfaction scale by Saxena and Teaching Competency scale developed by the investigator were used for the study. The result showed that there was no significant relationship between Job Satisfaction and Teaching Competency.

**Anisha (2008)** conducted the study on Self-efficacy and Teaching Competency of secondary teacher education students. Objective of the study was to find the level of Teaching Competency and Self efficacy of secondary teacher education students. Sample for the study was 98 secondary teacher education students studying in M.G. University, Kerala by stratified random sampling. Tools for the study were developed by the investigator. Finding of the study shows that there was a significant relationship between Teaching Competency; competency in subject, communication, instructional strategies, use of learning materials, class management, evaluation, motivation and teacher and Self-efficacy of secondary teacher education students.

**Shamuganesan and Lakshmi (2008)** conducted a study on personality type and Teaching Competency of teacher trainees. Objective of the study was to find the relation between Personality types and Teaching Competency of Teacher Trainees. Eysenck's Personality Inventory was administered on 300 teacher trainees to find out the Personality and their Teaching Competency was evaluated by peer and supervisor's rating. They find out: (1) there was a significant relation between Personality and Teaching Competency. (2) Extraverts are more significant towards Teaching Competency than introvert and (3) Gender has no influence on Teaching Competency.

**Smriti (2008)** conducted a study on Creativity in relation to Teaching Competency of B.Ed. students. The findings of the study revealed that (1) there is no significant difference in the Creativity of B.Ed. students of rural and urban background. Hence it was concluded that Creativity is not being affected by region. (2) There is no significant difference in the Creativity of male and female B.Ed. students. Which means Creativity is not being affected by gender. (3) There is no significant difference in the Creativity of B.Ed. students belonging to science and arts stream. Therefore it is concluded that Creativity is not being affected by subjects studied by students. (4) There is positive correlation between Creativity and Teaching Competency of B.Ed. students.

**Sivakumar and Jahitha Begum (2007)** conducted a study on Teaching Competency of Mathematics teachers at higher secondary school. The study aimed to assess the level of competencies of Mathematics teachers at higher secondary level. Mathematics Teaching Competency Scale (MTCS) developed by the investigator was used to collect data from 90 PG teachers in Mathematics. The finding of the study shows that Mathematics teachers have to be trained for better Teaching Competency.

**Natarajan (2007)** conducted a study on Personality, Job Satisfaction and Teaching Competency of higher secondary school Physical Science teachers. The study was aimed to find the level of Personality, Job Satisfaction and Teaching Competency of higher secondary school Physical Science Teachers. Personality scale developed by Allen. L. Edwards; Job Satisfaction Scale by Saxena and Teaching Competency scale by the investigator were used for the data collection. Findings revealed that there was a significant difference in Job Satisfaction, Personality and Teaching Competency of higher secondary school Physical Science Teachers.

**Bahous and Jocelyne (2006)** conducted a study on teaching competence of in-service v/s pre-service teachers. The objective of the study was to find that teaching competence is

either due to experience or the knowledge of the subject matters. 20 pre-service and 18 in-service English teachers teaching in Lebanese schools across all levels from pre-school up to secondary classes were observed. Primarily, they were observed for classroom management, knowledge of the subject matter, methodology, student-teacher relationship and personal character. However, a striking factor of teacher incompetence was detected in an inadequate knowledge of the subject matter.

**Daniel and Alexander (2006)** conducted a study on Science Teaching Competency of primary school teachers in relation to their Self-efficacy. The study was aimed to find out the relationship between Teaching Competency and Self-efficacy. 210 primary school teachers were selected by stratified random sampling from Tenkasi Educational district. Tools used for the study were Self efficacy scale by Megan et.al. and Teaching Competency scale by Annaraja and Dorothy Rani. Results of the study were: (1) there was no significant difference and also relation between Teaching Competency and Self efficacy of Primary School Teachers by their gender, locality and marital status and (2) there was a significant relationship between Teaching Competency and Self efficacy of Primary School Teachers.

**Shokeen (2006)** conducted a study on the effect of Classroom Questioning Behavior Training on Teaching Competency of student teachers and their Self concept and concluded that the experimental group student teachers asked more questions in their classroom as compared to the control group. The CQBT was found to be a better strategy than the conventional program, of student teaching as Teaching Competency of student teachers was enhanced after CQBT. It was also found that CQBT was not only effective in improving the classroom questioning behavior of student teachers, but it also helps in improving their self concept. The overall assessment indicated towards the ultimate effectiveness of CQBT and it provides a model for validation of teacher.

**Chahar (2005)** conducted the study on Teaching Competency of student teachers in relation to certain Non-cognitive variables. The objective of the study was to find the relation between General Teaching Competency, Self concept and Attitude towards Teaching of student Teachers. The sample consisted of 200 B. Ed. student Teachers studying in Colleges of Education in Rohtak City on the basis of random Sampling. General Teaching Competence (GTC) developed by Passi and Lalitha; Self concept Questionnaire developed by Saraswati; Teachers Attitude Inventory (TAI) developed by Ahluwalia; and Socio-economic Status Scales developed by Kulshrestha were the tools used to collect data. The findings of the study revealed that there was significant relationship between General Teaching Competency and Self concept; General Teaching Competency and Attitude towards Teaching, General Teaching Competency and Socio-economic Status of Student teachers. Thus, there exists a significant relationship between those variables for Male, Female and total student teachers of the sample.

**Jeba (2005)** found a relationship between teacher competency and mental health status of student teachers. Sample consisted of 150 men student teachers and 150 women student teachers of DIET, Vanaramutti and; Tiithukudi districts. Tools used included Mental Health Status Scale by Abraham and Prasana and Teaching Competency Assessment Scale. The study revealed that the Mental Health and Teaching Competency were correlated.

**Mani and Mohan (2005)** conducted a study to correlate the Teaching Competence of teacher trainees in colleges of education. Objective of the study was to find the relation between Teaching Competency, Intelligence and Cognitive style. 1025 samples were randomly selected from college of Education in Tamilnadu for this survey. Tools were personal Data Sheet, Teaching Competency scale and Advanced Program matrices test (Raven 1962). Findings of the study were; (1) women were better than men in their Teaching Competency. (2) There was no significant difference between Intelligence as well as the

Teaching Competency by age, levels of study, optional subject, medium of instruction and type of institution.

**Kumar (2005)** conducted a study on English language Teaching Competency, teaching needs of private and government school teachers in Allahabad. Objective of the study was to compare the Teaching Competency of primary school teachers from private and government schools of Allahabad. Survey method was followed to collect data from 100 teachers through questionnaire and checklists. Findings of the study show that Government school teachers are better than private school teacher in their Teaching Competency.

**Permalil Thomas Varghese and Annaraja (2004)** conducted the study on relationship between Emotional Intelligence and Teaching Competency of high school teachers. The objective of the study was to find the relationship between Emotional Intelligence and Teaching Competency of High School Teachers. The sample consisted of High school Teachers of Patna selected by random sampling. The findings of the study revealed that there was no significant difference between high school teachers in their EI with respect to their gender and years of experience, there was no significant association in EI among different income groups of high school teachers. There was no significant difference between high school teachers in their Teaching Competency with respect to their gender; there was a significant difference between high school teachers in their Teaching Competency with respect to their gender and years of experience. There was no significant association among the high school teachers of different income groups in their Teaching Competency and there was significant relationship between EI, Self-awareness, Self-regulation, Motivation, Empathy, Social Skills and Teaching Competency of High school teachers. Higher EI with increase in years of teaching experience and higher level of EI, better the Teaching Competency.

**Pushpam and Sourdarajan (2004)** conducted a study on Teaching Competency of secondary school teachers and found that (1) teachers working in aided and matriculation schools have better Teaching Competency than teachers working in govt. and corporation schools. (2) The Teaching Competency of more experienced teachers is better than the Teaching Competency of less experienced. (3) Aged and high income govt. teachers have better Teaching Competency. (4) Private unaided school teachers have better Teaching Competency and post graduate have better Teaching Competency than the graduate teachers. (5) Permanent teachers show better Teaching Competency than temporary teachers. (6) Teachers with high income have better Teaching Competency as compared to teachers with low income. (7) No significant difference was found between rural and urban school teachers regarding their Teaching Competency. (8) Positive attitude of teachers towards teaching profession, Job Satisfaction of teachers and intelligence of students add to the Teaching Competencies of secondary school teachers.

**Xavier (2003)** conducted a study on Teaching Competency of PG chemistry teachers in relation to student achievements in Chemistry. Objective of the study was to find the relationship of Teaching Competency and achievement of students. Population for the study was PG Chemistry Teachers of Kanyakumari district. Sample for the study were 261 PG Chemistry Teachers selected randomly. Tool for the study were Teaching Competency scale and Achievement test prepared by the Investigator; Job Satisfaction scale by Saxena and Self Concept Scale by Mukta. Finding of the study were; (1) there was no significant difference between teaching competencies by their gender, age, location and natural of school. (2) Hindu teachers are more competent than Christian teachers. (3) OC community teachers are more competent than MBC, BC and SC/ST. (4) Male are better than and female in students' Achievement. (5) Urban are better than rural in students' Achievement and (6) There was a significant relation between Teaching Competency and students' achievement.



**Jeyakanthan (2003)** conducted a study on General Teaching Competency of secondary school training in respect to Attitude in Teaching. Sample of 300 teachers from 14 schools were selected for this study. Tools for the study were General Teaching Competency scale by Passi and Lalitha Teacher attitude scale by Ahluwalia. Findings of the study show that; (1) Government school teachers significantly differ from aided school teachers in their Teaching Competency and Attitude in Teaching. (2) Age and qualification were influenced on the Teaching Competency and Attitude in Teaching of student teachers and (3) there was a significant relation between Teaching Competency and Attitude in Teaching.

**Dorothyrani and Annaraja (2000)** conducted a study on standards of Science teaching in primary schools. Objective of the study was to find the level of Teaching Competency of Science teachers in handling primary classes. Population of the study was 90 primary schools of Thirunagari Panchayat union area. Samples were selected from 30 schools randomly. Tools of the study were Science Teaching Competency Questionnaire and student achievement test prepared by the investigator. Findings of the study revealed that there was no significant difference in Science Teaching Competency by their gender, marital status; and no relationship between Science knowledge and Teaching Competency.

### **2.3 Studies Related to Spiritual Intelligence**

**Nair and Paul (2017)** conducted a study to find out the level of Spiritual Intelligence among higher secondary students. The findings revealed that there is no significant difference in the Spiritual Intelligence among higher secondary school boys and girls. Whereas a significant difference was found in Spiritual Intelligence with regard to locality and type of school.

**Sethi (2015)** conducted a study on “Spiritual Intelligence as Related to Competence of Secondary School Teachers”. 100 secondary school teachers from Abohar and Dabwali cities were selected. The findings revealed that there is a significant relationship between

Spiritual Intelligence and Competence of secondary school teachers, while there was no significant difference in Spiritual Intelligence and teaching Competency of secondary school teachers on the basis of gender, locality and type of school.

**Mishra and Gupta (2014)** investigated Teacher Efficacy of rural and urban Secondary school teachers in relation to their Spiritual Intelligence. 180 (Rural- 92, Urban- 88) secondary school teachers were selected for the final sample. Spiritual Intelligence Self-Report Inventory (SISRI) developed by David B. King and Teacher Efficacy Scale developed by Gibson and Dembo were used for data collection. The findings of the study revealed that Teacher Efficacy of rural and urban secondary school teachers differ significantly with respect to their Spiritual Intelligence which means rural and urban background of schools affect Teacher Efficacy in relation to their Spiritual Intelligence.

**George and Visvam (2013)** studied the importance of Spiritual Intelligence and its influence in increasing the academic achievement and teaching efficiency of future elementary school teachers. 125 second year student teachers at elementary level were selected as respondents. The student teachers selected were from the four elementary teacher training institutes in Kottayam district, Kerala State. The findings of the study reveal that there is a significant relationship between Spiritual Intelligence, Academic achievement and Teacher Effectiveness among student teachers at the elementary level. There exists no significant difference in the level of Spiritual Intelligence on the basis of gender. There is a significant relationship between Spiritual Intelligence, Academic achievement and Teacher Effectiveness among student teachers at the elementary level based on Religion. There is a significant relationship between Spiritual Intelligence, Academic achievement and Teacher Effectiveness among student teachers at the elementary level based on socio economic status.

**Kaur (2013)** conducted a study on Spiritual Intelligence of secondary school teachers in relation to their Job Satisfaction. The study was aimed to found the relationship between

Spiritual Intelligence and Job Satisfaction of secondary school teachers. 100 secondary school teachers were selected for sample. Spiritual quotient scale and teacher Job Satisfaction scale were used for data collection. The findings of the study revealed a significant positive relationship between Spiritual Intelligence and Job Satisfaction of secondary school teachers. A significant difference was reported between Spiritual Intelligence of government and private secondary school teachers whereas no significant difference was found between Job Satisfaction of government and private secondary school teachers. It is also found that Spiritual Intelligence and Job Satisfaction are not influenced by gender.

**Kaur and Kumar (2013)** in a study on Role commitment, Values and Spiritual Intelligence as the correlates of Teaching Effectiveness of secondary school teachers: an exploratory study revealed that there exist a positive and significant relationship between Teacher Effectiveness and Spiritual Intelligence. A significant difference was found in Teacher Effectiveness and Spiritual Intelligence of Male and female secondary school teachers. The study also revealed that Teacher Effectiveness and Spiritual Intelligence remain same with respect to the type of school.

**Kaur and Singh (2013)** conducted a study to examine the Spiritual Intelligence of the prospective engineers and teachers in relation to their gender, locality and family status and found that gender, locality and family status does not affect the level of Spiritual Intelligence.

**Safarnia and Mollahosseini (2013)** found the impact of Spiritual Intelligence on the service quality. The study revealed that Spiritual Intelligence enables people to live with greater meaning and depth and to look for a meaning beyond the physical needs and a low level life in their business activities. The studies conducted in this field have indicated that the Spiritual Intelligence which is one of the soft aspects of organizational intelligence has a significant impact on the personal and business successes of individuals. It revealed that as

elements of Spiritual Intelligence, “Personal Meaning Production” and “Conscious State expansion” have more effect on Service Quality.

**Cinkhai (2012)** conducted a study on Spiritual Intelligence among administrators of selected Christian colleges in Yangon, Myanmar and Baptist colleges in the Island of Panay, Philippines. The study reported that administrator’s involvement in religious activities and attendance in religious related training did not significantly vary according to gender, age, education, ethnicity, and length of service. The administrator’s levels of spiritual presence did not vary according to their characteristics. The data further show that there was no significant relationship between administrators attendance to religious related training and each of the specific areas of Spiritual Intelligence, such as self-awareness, universal awareness, self-mastery, spiritual presence, and their overall Spiritual Intelligence (SQ). No significant relationship was also found between their involvement in religious activities and their overall Spiritual Intelligence (SQ) as well as each of the specific area of Spiritual Intelligence. A significant correlation was found between self-awareness, self-mastery, and Spiritual Intelligence, but there was no significant correlation between universal awareness and spiritual presence. A significant correlation was found among universal awareness, self-mastery, spiritual presence and Spiritual Intelligence, but there was no correlation between self-awareness. Self-mastery was correlated with self-awareness, universal awareness, and Spiritual Intelligence (SQ) but not with spiritual presence. Spiritual presence on the other hand was significantly correlated with universal awareness, and Spiritual Intelligence, self-awareness and self-mastery were not. No significant relationship was also found between their involvement in religious activities and their overall Spiritual Intelligence (SQ) as well as each of the specific area of Spiritual Intelligence. The various areas of Spiritual Intelligence are significantly correlated with each other, and with their Spiritual Intelligence as a whole to their spiritual development and spiritual formation.

**Jeloudar and Goodarzi (2012)** studied the relationship between Spiritual Intelligence and their Job Satisfaction of senior secondary schools teachers. The sample of the study consists of 177 educators who were administered the Spiritual Intelligence Scale (ECI), and a version of the Job Descriptive Index associated with Job Satisfaction based on a selected demographic variable. The findings of the study showed that there were significant relationship between teachers' Spiritual Intelligence and their Job Satisfaction. The study also revealed that there was significant difference found between teachers' Spiritual Intelligence and their academic levels. Further, significant relationship was observed between teachers' Spiritual Intelligence and five factors of Job Satisfaction: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment), but no significant relationship with one factor (salary and benefit) of Job Satisfaction.

**Khadivi (2012)** investigated the relationship between Spiritual Intelligence and Self-esteem with students' Educational improvement. The results of the study indicated that there was significant and direct relationship between Spiritual Intelligence and students Self-esteem. No significant relationship was observed between Spiritual Intelligence and students' Educational improvement. Spiritual Intelligence of boys and girls was the same whereas, Girls Self-esteem was found to be more than boys. It was also found that boys' Educational improvement was more than girls.

**Khorshidi (2012)** investigated the relationship between Spiritual Intelligence and Job Satisfaction of employees in public universities of Tehran. Sample of 231 individuals was selected based on simple random sampling method. The study showed that there was a meaningful positive relationship between Spiritual Intelligence and Job Satisfaction of male and female employees, that is, increase of Spiritual Intelligence increases Job Satisfaction level. The study also showed that there was meaningful and positive difference between

average levels of Job Satisfaction of two genders. The results indicated that correlation coefficient of Spiritual Intelligence and Job Satisfaction of male employees was significant. In words, increase of Spiritual Intelligence of male group will increase their Job Satisfaction. Referring to statistical analysis of research data and also results from the presented study, it can be concluded that Spiritual Intelligence is one of the significant and affecting factors of increasing Job Satisfaction.

**Singh (2012)** studied the relationship between Spiritual Intelligence, Emotional Intelligence, Cognitive Intelligence and role of gender in the relationship. The sample of the study was 471 student- teachers studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar, Punjab. The results revealed that for males the correlation between Cognitive Intelligence and Spiritual Intelligence was positive and significant. The relationship between Cognitive Intelligence and Emotional Intelligence; and Spiritual Intelligence and Emotional Intelligence was low and negative but not significant. Whereas, the results for the females revealed that all the correlations were positive and significant. The findings of the total sample revealed that the correlations between Spiritual Intelligence and Emotional Intelligence; Cognitive Intelligence and Emotional Intelligence; and Cognitive Intelligence and Spiritual Intelligence were positive and significant (very low to moderate). Female student teachers had more commonness between Cognitive Intelligence and Emotional Intelligence than male student- teachers. The results indicate that out of sixteen dimensions of Spiritual Intelligence( virtuous, vision and sight, commitment, divinity, compassion, flexibility, gratitude, being holistic, intuition, self awareness, inquisitive, resilient, mission and servant leader, value, field independent, inner peace and contentment) fourteen had positive and significant correlation with Cognitive Intelligence except compassion and inquisitiveness dimension. Further, most of the inter-correlations of various

dimensions of Spiritual Intelligence with dimensions of Emotional Intelligence were found positive and significant.

**Dougherty (2011)** conducted a study on relationship between Spirituality, Spiritual Intelligence, and Leadership practices in student leaders in the BYU-Idaho Student Activities Program. Program was administered three online surveys. Data from 150 student leaders who fully completed the survey were analyzed through Spearman's rank correlation coefficient and multiple regression equation. Multiple regression analyses revealed that various measures of Spirituality and Spiritual Intelligence significantly predicted each of the five Leadership practices. The proportion of variance for three of the five Leadership practices collectively accounted for by the measures of Spirituality and Spiritual Intelligence ranged from 29% to 34%.

**Jeloudar, Yunus, Roslan and Nor (2011)** studied differences between teachers gender and their Spiritual Intelligence and found that there were no significant differences in Spiritual Intelligence between male and female teachers.

**Mahajan (2011)** studied the Academic Achievement in relation to Emotional Intelligence and Spiritual Intelligence. A sample of 140 students studying in class XI from four schools of Hoshiarpur was taken for the collection of data. The technique employed was multistage randomization of clusters at school and section level. The findings of the study were (1) There exists no significant difference between the Emotional Intelligence of boys and girls. (2) There exists no significant difference between the Spiritual Intelligence of boys and girls. (3) There exists positive and significant relationship between Academic Achievement and Emotional Intelligence of boys and girls. Also the relationship was found positive and significant for boys and girls separately. (4) There exists positive and significant relationship between Academic Achievement and Spiritual Intelligence of boys and girls. Also the relationship was found positive and significant for boys and girls separately. (5)

There exists positive and significant relationship between Emotional Intelligence and Spiritual Intelligence of boys and girls.

**Zohreh & Zahra (2011)** investigated Spiritual Intelligence, Religiosity and Self-Identity among Iranian University Students. The sample consisted of 381 students (18 – 25 years) that were selected from Tehran public universities (133 boys & 248 girls) through multistage cluster sampling method. Instruments consisted of The Spiritual Intelligence Self-Report Inventory (SISRI-24), Islamic Religious Orientation Scale, and Self-Identity Inventory. The purpose of the study was to investigate the relationship between core components of Spiritual Intelligence and Religious Orientation and the role of these factors in Self-identity formation. Research findings indicated that there was significant relationship between all components of Spiritual Intelligence and Religious Orientation. There was also a correlation between components of Spiritual Intelligence and Religious Orientation.

**Dela (2010)** conducted a research study entitled, Spiritual Intelligence and Work Stress among basic education faculty of private non Sectarian schools. Results of the research study showed that elementary and education faculty have high levels of Spiritual Intelligence and are moderately stressed. The study identified stressors included task, role, physical, and interpersonal demands. No significant difference in the levels of Spiritual Intelligence and Work Stress between elementary and secondary faculty was seen.

**Khurana (2010)** explored the relationship of Spiritual Intelligence of adolescents to their Self-esteem, gender and personality. The findings revealed that male and female adolescents do not differ significantly on interconnectedness, expansion of self, extrasensory perception dimensions of Spiritual Intelligence. A significant difference was found on the dimension transcendence. There was no significant interactional effect between Self-esteem and gender in relation to Spiritual Intelligence and its dimensions. No significant interactional effect was found between self-esteem and personality on the variable of Spiritual



Intelligence and its dimensions. The interactional effect between gender and personality development showed no significant difference on the variable of Spiritual Intelligence and its dimensions. The interactions between the variables of Spiritual Intelligence and Self-esteem were found to be significant and positive.

**Madlock and Kennedy (2010)** examined the relationship between teacher's Spiritual Intelligence and Job Satisfaction and revealed that there exist a significant relationship between teachers' Spiritual Intelligence and their ways to conceptualize the concept of Job Satisfaction.

**Hannan Ali Ahmed (2008)** conducted a study on Intelligence, Emotional Intelligence and Spiritual Intelligence as related to academic achievement of adolescents and found that there exist a positive relationship among Intelligence, Emotional Intelligence and Spiritual Intelligence of adolescent boys and girls.

**King (2008)** conducted a study on "Rethinking claims of Spiritual Intelligence: A definition, model, and measure" at the Trent University, Canada. In this study, a four-factor model of SI was proposed, i.e., supportive evidences were identified for the capacities of critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion. The researcher prepared a measure of SI. Beginning with an over-inclusive 84-item SI Self-Report Inventory (SISRI) in the Study I (N = 619 undergraduates), a series of exploratory factor analyses led to a reduced 39-item scale. Study II (N = 305 undergraduates) involved a confirmatory factor analysis which resulted in the removal of additional scale items in order to obtain adequate model fit. The final version of the scale, the SISRI-24, displayed an excellent internal reliability and good fit to the proposed four-factor model of SI. Construct validity for the scale was supported by additional measures of meaning, meta-personal self-construal, mysticism, religiosity, emotional intelligence, IQ, and

social desirability. Mainly based on the current psychometric standards, findings validated the proposed model to measure Spiritual Intelligence.

**Murdia (2008)** in their co-relational study of Spiritual Intelligence, Personality traits and Adjustment of teachers found all the teachers in their sample are Spiritually intelligent, though with varying degree. They found no difference in the Spiritual Intelligence of rural or urban male teachers and science or non science male teachers. But male and female teachers differ simultaneously. Scores of adjustment shows that the teachers are well adjusted in social area but least adjusted with school environment. Comparison regarding adjustment showed that there is no significant difference in rural and urban teachers, but significant difference in science and non science teachers, as also between male and female teachers. The researcher also presented a seven step hierarchy model for enhancement of Spiritual Intelligence in teachers.

**Amram (2007)** investigated seven dimensions of Spiritual Intelligence and found spiritual people were generally happy, cheerful, at peace most of the time, rarely depressed have excellent physical health and are satisfied and find meaning in their life. Spiritual Intelligence is related to spiritual resources such as Consciousness, Grace, Meaning, Transcendence and truth. Spiritual Intelligence connotes the ability to apply, exhibit and actualize spiritual resources, values and qualities to improve daily functioning and well-being.

**Sally (2006)** studied the constructs of Spiritual Intelligence and its correlates with Stress management and variation across selected variables. The findings reported a positive relationship between Spiritual Intelligence and Stress management. Religious commitment was also correlated positively and significantly with Spiritual Intelligence. Female teachers exhibited higher levels of Spiritual Intelligence than male teachers on factors that allude to a sense of connection and relationship with others. The total spiritual quotient revealed no

differences between the two groups. The result concluded that ultimately male and female teachers were same on Spiritual Intelligence. Similarly, no significant difference was found between age groups (below 40 vs. 40 and above), religion (Catholics vs. non-Catholics), occupations (faculty vs. administration) and civil status (single v/s married). As hypothesized, the constructs of Spiritual Intelligence were attuned with the spiritual nature of man and the related to the sacred. These nine factors articulate in specific and concrete terms the more abstract and general spiritual quotient. The findings also supported the construct validity of the Spiritual Intelligence Indicators Inventory (SIII). Considering stress management, emotion-focused coping has a relatively stronger relationship and greater mediating influence on SQ than problem-focused coping. This stresses the supportive relationship between emotional intelligence and Spiritual Intelligence.

**Belousa (2005)** conducted a study on “Spirituality as a dimension of Education: Reimagining and reconstructing teacher education in Latvia” at the Fordham University, New York, USA with an objective to understand spirituality as a dimension of education. Spirituality as the general concern of the study was derived from the context and process of education in Latvia. In the context of lack of empirical research on the connection between spirituality and education, the study was carried out. The purpose of the study was to add scholarly research and literature in education and to improve educational practice and educational policy in Latvia by providing a theoretical base for spirituality. Data were collected from 28 teachers by the technique of interview. The suggestions include ways to enhance teacher education by incorporating three major facets: spiritual literacy as a cross-curriculum issue; spiritual paradox as an image that provides balance; and experiential spirituality as a practice to nourish teachers’ spirituality. These facets emphasize teachers’ critical, symbolic/imaginative, and active involvement in the process of education primarily understood as a spiritual journey.

**Crumley (2005)** studied on “The lived experience of becoming a teacher: A phenomenological study of the intellectual, emotional, and spiritual journey” at the University of Idaho, USA and investigated the ways in which student-teachers at secondary school level find meaning in what they are doing and come to understand their own strengths in intellectual, emotional, and spiritual areas within the ecology of teaching during their teaching internships. It holistically explores the personal and professional development of student-teachers, and focused into the lived experience of becoming a teacher and relates teacher education with adult learning. From this study, six themes related to the lived experience of becoming a teacher got evolved; becoming acquainted with the work and ecology of teaching, transitioning of the role from university students to school classroom teacher, exploring the leadership role of a teacher, facing & accepting the reality of the vulnerability in teaching profession, developing a sense of self-efficacy, and finding personal meaning in becoming a teacher. This study suggests to the members of the teaching ecology to reassess the essence and personal value found in the experience of becoming a teacher and validate the knowledge, meaning, and understanding of teacher education & teacher internships offered to prospective teachers. The study also provides scope for Teacher educators and educational policy makers to re-evaluate their perceptions and beliefs about ways in which certification programs can best prepare our country’s teachers for the challenges of the classroom.

**Brendan (2004)** conducted a research entitled, “The plausibility of Spiritual Intelligence: Spiritual experience, problem solving and neural sites”. The study reported that Australian teachers in Church related schools have begun to use the term Spiritual Intelligence in their educational discourse. The study explored whether the notion of Spiritual Intelligence is plausible. He addressed this firstly by discussing the notion of spiritual experience as a mechanism for problem solving--one of the central themes that underlies the

concept of intelligence. Secondly, it examined some of the neural sites of the human brain that have been found to be active in those who apperceive spiritual experience. In light of this discussion, the study argued that although some concerns prevail in considering spirituality as a form of intelligence, the concept of Spiritual Intelligence may nonetheless be rendered as plausible.

**Wigglesworth (2002)** defined Spiritual Intelligence, as the ability to behave with compassion and wisdom while maintaining inner and outer peace (equanimity) regardless of the circumstance. Spiritual Intelligence is therefore, a necessary personal attribute which enables one to maintain both inner and outer peace and display love regardless of the circumstances whether stress or acute conflict and help in conflict management and peaceful co-existence in the society.

**Rogers and Dantley (2001)** examined the implications of the spirituality in the workplace movement for leadership and campus life in colleges and universities. It was described that how student affairs leadership, informed by Spiritual Intelligence, could create campus environments that support and enhance the sense of wholeness, connection, and community for students, and staff.

From the analysis of research works, whether Indian or foreign, it is found that no study has been conducted in past using the three variables *viz.* Teacher Effectiveness, Teaching Competency and Spiritual Intelligence. There is a lack of available literature and studies on Teaching Competency and Spiritual Intelligence, so intense efforts are needed to conduct research on this particular field as there is enough scope for further studies.