

## Comparison of Teaching Competency of Government and Private Primary School Teachers in Haryana

Sunny Bansal                      Dr. Sachita Yadav  
Dr.Sanjay Shrivastava      Dr. Bishan Singh Nagi

*\*Ph.D. Scholar, Department of Management, Manav Rachna University, Faridabad, Email: Bansal\_27@yahoo.co.in*

*\*\*Guide, Associate Professor, Department of Management, Manav Rachna University, Faridabad.*

*\*\*\*Co-Guide, Vice Chancellor, Manav Rachna International Institute of Research and Studies, Faridabad.*

*\*\*\*\*Co-Guide, Retired Director of Research, Council for Social Development, New Delhi.*

### **Abstract**

*This study is an empirical one. The data pertaining to teaching competency was collected from 157 government and 200 private primary school teachers with the help of a measuring scale to measure the competencies. The scale was prepared by the researcher, and it consists of 46 statements. Cronbach Alpha Reliability test was applied and the calculated degree of reliability came to .965. The Principal Components Factor Analysis with Varimax Rotation was applied and five factors/dimensions were extracted. The five dimensions are:*

- 1. Student Centric and Responsibility Taking Competency,*
- 2. Academic and Managerial Leadership Competency,*
- 3. Creative and Innovative Competency,*
- 4. Research Knowledge Acquisition and Transfer Competency, and*
- 5. Curriculum Centric Competency.*

*The Overall Teaching Competency was also calculated by adding all the five types of teaching competencies. The results of t-test of two independent samples indicate that each teaching competency and overall competency of teacher respondents of government and private primary schools are almost the same, except Research Knowledge Acquisition and Transfer Competency" where the competency of teacher respondents of government schools is better as compared to teachers of private schools, and the difference between the two groups is statistically significant. So the comparative study shows that almost all the competencies of government and private schools teachers are the same except one competency.*

### **Introduction**

The strong foundation of learners pursuing higher education depends on the teaching competencies of primary school teachers. If the learning base of the primary school students is of quality one, they could maintain this quality in the higher learning institutions also. Therefore, the teachers' teaching competencies should be of high quality so that they could teach their students a quality and satisfactory teaching. According to Avital (1989) teaching

competencies are skills which are required to teach students, like explaining a lecture, keeping up pace of lesson according to various students, class management, understanding students psychology and behavior and thus resulting in satisfactory completion of educational task. Bhatt (1999) stated that a teacher's role can be classified into three verticals namely, knowledge, technique and style. Knowledge includes understanding of concepts and academics, technique includes application of teaching skills and style includes attitude. A competent teacher should be able to combine these three verticals to achieve efficient teaching and learning in class room. Handler (1993) laid emphasis on developing teaching competencies through use of ICT in teacher education. He stated that it is very important to include technological advancements, both in hardware and software, like use of e-content, e-books, etc. in training of teachers to increase competency of teachers. It is important for a teacher to be technological savvy so that modern technology can enter classrooms which will help in quality education. Thus, it becomes more important for a school to regularly train and update their teachers in technology era. Teaching competencies of a teacher should help in overall development of students.

### **REVIEW OF LITERATURE**

Edwards, K. (2004) study on job satisfaction and stress coping skills of primary school Teachers reported that degree for consensus among teacher's work aspirations, job conditions and enjoyment resulting through the job becomes reflected in job satisfaction. Given the numerous programs and strategies put in place to enhance their job efficiency and job satisfaction, many teachers were not happy. This analysis showed that work abilities makes job satisfaction different for male and female school teachers but a strong connection existed among job satisfaction and their capacity to deal with negative thoughts.

Document presented by Kumar and Maiti (2005), on advancement of teacher training capabilities by ICT, states that teacher's preparation increases teacher's professional quality. The need of hour is to familiarize teachers with technical advancements in order to enhance the skills of professional teachers. Reorganization of teacher education and curriculum has permitted student-oriented educational improvements in case of visual content, e-books and virtual classrooms. In course of instruction there is really low positive correlation between academic performance and professional satisfaction. The skill of the teachers relies on his/her knowledge and imaginative mindset. Their theoretical instructional skills cover just not the education system as well as the social environment.

As Smith, H. (2006) has indicated, a competent teacher does not entirely depend on technical satisfaction point. Which data gathered study doesn't indicate a substantial association between teaching ability and school teacher's professional satisfaction rate?. Although looking at just the findings, the connection regarding teaching competency as well as professional satisfaction does seem to be lacking. And thus there is no main difference between standard of academic skills and the high, medium and low job satisfaction.

As indicated by Wright (2008), in terms of the behavior of the employees, the talents, abilities and competencies coupled with level of motivation, involvement and dedication serve as engines. Emotions that are influenced by cultural and environmental factors are expected to be assimilated into a thought. These considerations may include where the person lives, and where they work. In addition, Goad (2005) and Justice (2005) have highlighted the significance and value of emotional intelligence in teacher training programmers. As per them, through offering emotional intelligence instruction, service training instructor preparation, performance as measured induction opportunities or innovative qualification services may well be improved to prepare

new teacher skills. Low and Nelson (2005) reported that emotional literacy has a positive relationship with overall health and quality of living. People highly skilled in emotional literacy achieve improved health and a good quality of life.

“According to Boyatzis, Stubbs, and Taylor (2002) „competence is basic special qualities of a person, motives, traits, skill, aspects of image or social role, knowledge that a person is able to use.”

According to Spencer & Spencer (1993) „competency can be defined as a special qualities of a person that is associated to criterion-referenced effective or better performance in a particular situation. Majority of people think that the only job of a teacher is to teach whereas a teacher is also responsible for the assessment part of her students. It is not desirable for one teacher to teach and other to assess. Assessment leads to identification of level of understanding by students, create new classroom arrangements and methods, thus improving the quality of education delivery”.

Sanders and Vogel (1993) explained about the importance of a teacher competency in assessing the students and how it can be made better by training.

Haghighy (2006) also stated that a competent teacher executing regular evaluation has resulted in better knowledge growth, increased student efficiency, better learning and increase in the degree of student’s involvement in classroom.

Fathivajargah (2003) stated that while hiring teachers, we should look for “cognitive, emotional and practical competencies. Cognitive competency means self-cognition” .Competencies based on interests, attitudes and values constitute emotional competency and practical competency constitutes teacher’s competency with respect to students, schools and classrooms. Huntley(2003) in his research concluded that for teachers, in order to be effective and qualified, needs to achieve and improve various competencies like interpersonal skills, management competency, professional competency and intellectual competency. He also stated that a competent teacher will have better job satisfaction which will lead to better and strong relation between teacher and students and thus will improve the delivery and quality of education.

Aghaie (2006) also stated that a competent teacher will impart better education than the non-competent teacher. According to him, most important competencies of teacher are

- 1) Understanding various skills and using them.
- 2) Understanding latest teaching methods and pedagogy and implementing them.
- 3) Understanding various communication and information technologies and using them in classroom.
- 4) Competency in evaluating student’s achievements.

James (2007) in his research divided competency into four categories with respect to teachers

- 1) Professional competencies like subject and curriculum knowledge
- 2) Social competencies like self management and social awareness.
- 3) Personal competencies like self esteem and control belief.
- 4) Pedagogical competencies like communicative and socio-cultural competency.

To be an effective teacher, it’s very important to have mastered these mentioned competencies.

Gay (2006) stated that competence is knowledge and various abilities that an individual have which become an integral part of person and also defines an extent to which an individual person can perform particular behaviour. He defined teacher competence as a mix of skills,

knowledge, qualifications and her personal qualities.

### **Research Gap**

Apart from the gaps found from the areas that remain inconclusive, several common crucial gaps were identified in the evidence base. They were:

- 1) There really is a lack of evidence about the actual nature and scope for private schools and Government school throughout Haryana.
- 2) Few research concentrate solely on intermediate and secondary schools, and Haryana's peri-urban areas.
- 3) These literature defined the teacher competence as a mix of skills, knowledge, qualifications and personal qualities of teachers and the lack of teaching competencies of Government and private schools in Haryana.

### **Research Design**

Single Cross-Sectional Descriptive Research Design has been applied in the study. In such research designs, the sample is drawn only once and data for the study is collected also only once. The results of the study variables are described and deliberated in detail.

### **Sampling**

The 5 districts in Haryana State were selected with simple random sampling technique. The 7 Government and 10 Private primary schools were selected randomly from which 157 and 200 teachers were selected and the requisite data were collected with the help of measuring scale on teacher competency.

### **Teaching Competency Measuring Scale**

After doing thorough review of literature, the researcher prepared a scale to measure the teaching competencies which were discussed with some experts. The suggestions of the experts were incorporated and then it was sent to five experts for getting their views on validity of the scale. All five experts opined that all items of measuring scale of teaching competencies as well as the scale as a whole were valid as it measures what the researcher has set out to measure. There are 46 items of the scale and it is a 3-points scale – 1 for Sometimes, 2 for Often and 3 for Always. The scale was pre-tested on 50 respondents. Keeping in view of the findings of the pre-test the scale was revised. The reliability of the scale was determined and the test applied to check the reliability of the scale is described in the following paragraph.

### **Reliability of Teaching Competency Scale**

The reliability of the scale was calculated with the help of CronBach's Alpha Method. The CronBach Alpha value of the measuring scale comes to 0.965. This shows that the scale is quite reliable as the minimum value of CronBachAlpha should be 0.70 to call a scale to be reliable. The reliability statistics are given in the following Table.

**Table: Reliability of the Teaching Competencies Scale**

<b>Cronbach's Alpha</b>	<b>Number of Items</b>
0.965	46

### **KMO and Bartlett's Tests of Teaching Competency**

Before calculating the factors/dimensions of the scale it is required to calculate theKMO. The value of KMO would indicate whether the sample size for calculating the factors of the scale is adequate or not. The KMO value in the following Table is 0.961. This value

depicts that the sample size of 357 is quite adequate for applying the factor analysis statistical tool to the scale having 46 items, because minimum value of KMO for adequacy of sample size is 0.60. The table also shows that Bartlett's Test of Sphericity's Chi Square value is significant. This implies that there would not be significant correlation among the factors of the scale. These two tests indicate that the factors extracted from the teaching competency scale would be very specific and could be used for further analysis.

**Table: KMO and Bartlett's Tests**

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.961
Bartlett's Test of Sphericity	Approx. Chi-Square	10244.774
	Df	1035
	Sig.	0

**Factor Analysis**

With the help of SPSS, the Principal Components Factor Analysis with Varimax Rotation was applied to the data of Competency Scale. Five factors/dimensions have been extracted and named .The factors, factor loadings of each item are presented in Table 1.

**Factor 1** depicts „Student Centric and Responsibility taking Competency“. It is having 21 items and factor loadings of these items range from 0.451 to 0.711.

**Factor 2** is „Academic and Managerial Leadership Competency“, having nine items and factor loadings of these items range from 0.450 to 0.604.

**Factor 3** is „Creative and Innovative Competency“ consisting 6 items and factor loadings of items range from 0.473 to 0.627.

**Factor 4** represents „Research Knowledge Acquisition and Transfer Competency“ having 7 items and factor loadings of these items range from 0.374 to 0.815.

**Factor 5** is „Curriculum Centric Competency“ having three items and factor loadings of these items range from 0.357 to 0.658.

**Table 1: Factors and Factor Loadings of teacher competency scale  
 (N=357)**

Factors/Dimensions	Items	Factor Loading
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<b>Student Centric and Responsibility taking competency (Factor 1)</b>	1. I disseminate new methods in teaching and learning	0.711
	2. I communicate clearly, concisely, confidently in an understandable language	0.699
	3. I design and develop new procedures to make teaching & learning easy and interesting	0.674
	4. I identify my student's needs and expectation	0.665
	5. I manage my own time to accomplish task	0.650
	6. I recognize and respect diversity	0.638
	7. I arrange materials which are not easily available to students	0.622
	8. I am enthused by new ideas and tend to overwhelm my students	0.618
	9. I formulate strategy, policy and planning	0.614
	10. I contribute towards the school's mission, vision/goals	0.599
	11. I prepare my students according to market needs and demands	0.599
	12. I consult my colleagues while preparing new topic for teaching	0.586
	13. I use appropriate interpersonal style to reduce conflict	0.583
	14. I support my students, even after completion of course	0.564
	15. I plan teaching methodology well in advance	0.548
	16. I take responsibility of my actions	0.543
	17. I use a variety of written and oral communication	0.542

	18. I design and develop the existing/new courses/curriculum 19. I change my approach if it helps students to develop better 20. I am self-reliant, self-dependent. 21. I work without supervision	0.524  0.504  0.494  0.451
<b>Academic and managerial leadership competency (Factor 2)</b>	22. I take along my team in order to achieve my goal 23. I am trusted advisor for my colleagues 24. I motivate students for feild work and practical Exposure 25. In my teaching area I am capable and confident 26. I tolerate stress and stay calm in demanding situations. 27. I solve student's problems in friendly/professional Manner 28. I monitor and educate others around against unsafe acts and conditions 29. I listen carefully and sensitively to stakeholders Views. 30.I create effectiveness in assessment and evaluation Procedure	0.604  0.588  0.554  0.548  0.541  0.520  0.514  0.494  0.450
<b>Creative and innovative competency (Factor 3)</b>	31. I stay abreast of the latest academic and industry developments 32. I implement new innovative strategies and best practices across the school 33. I identify and define main issues and suggest appropriate solutions	0.627  0.598  0.580

	34. When I plan for school work I take care of the changes that will happen 35. I take care of my health 36. I take global trends and feedbacks when planning for the future	0.532  0.511 0.473
<b>Research Knowledge acquisition and transfer competency (Factor 4)</b>	37. I have editorship or membership of editorial boards, journal refereeing 38. I write articles for non-academic media 39. I prepare research articles/books /conference proceedings 40. I create link with professional Societies and academic bodies 41. I lead and manage research teams plus interdisciplinary research activities 42. I involve myself in knowledge/technology transfer with other institutions. 43. I challenge the status quo	0.815  0.790 0.779  0.746  0.566  0.522  0.374
<b>Curriculum Centric Competency (Factor 5)</b>	44. I cover only prescribed topics in my teaching. 45. I plan in advance for tutorials, maintain teacher's diary/ file 46. I attain a satisfactory level of administrative and technical knowledge	0.658  0.576  0.357

### Computational of Factors/ Dimensions

**Factor 1/Dimension 1:** This dimension has been computed by adding all items of this factor (21 items), and total score is divided by the number of items for each respondent. This is done to reduce total score into 3-points, that is, the value of the factor would range from 1 to 3 for each respondent. (The same treatment is given to each Factor/Dimension).

**Factor 2/Dimension 2:** There are 9 items of this dimension. All the items are added and the

total score is divided by the number of items.

**Factor 3/Dimension 3:** This dimension consists of 6 items. These entire 6 item are totaled, and this score is divided by the number of items.

**Factor 4/Dimension 4:** This dimension is made of 7 items. These items are added and the total score is divided by the number of items.

**Factor 5/Dimension 5:** This dimension consists of 3 items. The items are added, and the total score is divided by the number of items.

The above computations were done with the help of SPSS for each respondent and then the required statistical analysis was done.

### **Description of each Dimension of Teaching Competency Scale**

A brief description of each dimension is as follows:

1. **Student Centric and Responsibility Taking Competency-** The 21 items of this dimension indicates that such activities of teacher are meant for benefit of students and teacher takes responsibility of outcome of such activities.
2. **Academic and Managerial Leadership Competency** - The nine items of this dimension indicate the competency of teacher in respect to Academic and Managerial Leadership.
3. **Creative and Innovative Competency**– This dimension shows the competency of teacher pertaining to be creative and innovative.
4. **Research Knowledge Acquisition and Transfer Competency**– This competency shows the acquiring of knowledge and then transferring the same to the students.
5. **Curriculum Centric Competency** – This competency shows that teaching by teacher as per the curriculum.
6. **Overall Teaching Competency-** All the 46 items of the teaching competency are added and the total is divided by the number of statements.

### **Results of the analysis**

The tables prepared from the output of SPSS of the dimensions of Teacher Competencies Measuring Scale are presented, described and discussed in this section. The t-test of two independent samples has been applied to compare dimensions of teacher competencies scale in order to assess difference of these dimensions between teacher respondents belonging to Government and Private primary schools.

#### **Comparison of Dimensions of Teacher Competencies Scale between respondents of Government and Private Primary Schools**

The scoring value of each dimension varies from 1 to 3, the 1 being the lowest value whereas 3 represent the highest value. The description of the outcome of each dimension is as follows:

##### **(1) Student Centric and Responsibility Taking Competency**

The t-value in the Table 2 shows that there is no significant difference in the mean values of this competency between the respondents of Government and Private Primary Schools. The mean values in case of Government and Private Schools are 2.40 and 2.49 respectively, and these indicate that there is a difference in mean values but this difference is not statistically significant ( $t = 1.569$ , not significant). Hence, it may be inferred that the opinion of respondents belonging to two types of schools are almost same. Further, it is noted that both these means values are more than option 2 (often) and are moving towards option 3(always). So it may be concluded that all the respondents on an average always do their activities which are student centric and they take responsibility in performing their duties in the interest of the students.

## **(2) Academic and Managerial Leadership Competency**

This competency implies whether the respondents have competency of leadership of academic and managerial aspects. The results of the analysis indicates the t-value is not significant ( $t = 1.297$ ). This shows that the opinion of respondents of Government and Private schools are almost same. The effect of competency in academic and leadership may be assessed from the mean values of dimension of two categories of respondents; the mean value for Government schools is 2.44 whereas for Private school is 2.51. It may be pointed out that both mean values are approaching option 3 (Always). So it may be concluded that all respondents, on an average, feel that they are sufficiently competent in academic and managerial leadership in their schools.

## **(3) Creative and Innovative Competency**

An attempt is made to assess the difference of Creative and Innovative Competency in the opinion of two categories of respondents. It is found that mean values of this variable are 2.34 and 2.42 for Government and Private school respondents. Though there is slight difference in mean values but according to t-value this difference is not statistically significant ( $t = 1.263$ ). These two mean values are approaching option 3(always), which simply indicates that all the respondents, on an average, always possess the Creative and Innovative competency. With such competencies they can induct the trait of creativity and Innovative among the students.

## **(4) Research Knowledge Acquisition and Transfer Competency**

The t-value table reveals that there is significant difference between the respondents of Government and Private schools with respect to Research Knowledge Acquisition and Transfer Competency( $t = 3.319$ , significant at .01 level). The degree of competency is more in the case of Government school (Mean = 2.10) as compared to Private schools (Mean = 1.90). The probable reason for difference in means may be due to the fact that government education department is regularly monitoring and implementing the programmes which help in increasing the knowledge of primary school teachers so that they can deliver their services in building the overall personality of students. The table further depicts that both the mean values are equal to option 2 (Often). Therefore, it may be concluded that respondents of both schools often feel that they possess the Research Knowledge Acquisition and Transfer Competency.

## **(5) Curriculum Centric Competency**

The means values of this variable are quite high in case of Government and private school teachers. The mean values are 2.31 and 2.30 respectively. Both mean values are almost same and therefore the question does not arise of t-value being significant ( $t = 0.0266$ , not significant). It is also quite clear that both the mean values are approaching option 3 (Always). Hence, it may be inferred that all respondents always feel that their scholastic teachings are curriculum centric. In other words the teacher's, on an average, always feel that they have Curriculum Centric Competency.

## **Overall Teaching Competency**

The overall competency of respondents of government and private schools is 2.32 and 2.31 which is almost same. The slight difference is not significant as evident from t-value ( $t = 1.030$ , not significant). It is further noticed that both mean values are almost near option 3 (Always), which implies that on an average all the respondents often possess the overall teaching competency.

It may be summarized here that teachers of Government and Private primary schools possess the

high degree of all five types of teaching competencies and overall teaching competency. This shows that there is healthy competition among Government and Private management bodies in developing the overall personalities of the students by increasing the teaching competencies of the teachers.

**Table 2: Comparison of dimensions of competency scale between teacher Respondents of Government and Private Schools**

DIMENSIONS	GOVERNMENT SCHOOLS (N=157)		PRIVATE SCHOOL (N=200)		t-value
	MEAN	SD	MEAN	SD	
1) Student Centric and Responsibility taking competency	2.40	0.506	2.49	0.508	1.569 NS
2) Academic and managerial leadership competency	2.44	0.523	2.51	0.496	1.297 NS
3) Creative and innovative Competency	2.34	0.575	2.42	0.523	1.263 NS
4) Research Knowledge acquisition and transfer competency	2.10	0.555	1.90	0.571	3.319**
5) Curriculum Centric Competency	2.31	0.642	2.30	0.572	0.266 NS
6) Overall Teaching Competency	2.32	0.474	2.31	0.431	0.050NS

\*\* Significant at  
0.01 level  
NS= Not  
Significa  
nt

### Discussion

Teachers should have skill to transfer the competencies to their students. The teaching competency have many facets. Teacher should be able to use all these facets. The importance of these competencies has been highlighted by several researchers. The findings of this study also endorse the findings of other researchers.

James (2007) mentioned that one of competencies is professional competency like subject and curriculum knowledge, whereas the present study also states that teachers have Student Centric and Responsibility taking competency. The average of this competency is quite high among the respondents of government and private schools. James further mentions of teachers possessing of

social competencies, like self-management and social awareness. The similar type of competency is found among the respondents of government and private schools, that is, Academic and managerial leadership competency. Huntley (2003) mentioned about the teachers having management competency. All competencies emerged in this study have also been mentioned by other researchers also. It is also observed from findings of this study that level of teaching competency is almost the same amongst respondents of government and private schools. This may be due to the fact that there is healthy competition among managements of government and private schools. They try their best to enhance the level of competencies of the teachers through in-service training on regular basis

### **Implication**

The sole purpose of competent teachers is to develop cognitive and non-cognitive skills among students. In fact the competent teachers try to develop overall personality of students. Therefore, the assessment of competencies of teachers should be done periodically in government and private schools. If any competency is found low amongst teachers, immediate in-service training should be organized in order to increase the level of competencies. This would ultimately help students to become successful in their career and also to become good citizens.

### **Summary**

The teaching competency has been defined by several scholars in their own way. However, the common traits of teaching competency are – To develop comprehensive skills of students; develop scholastic and non-scholastic competencies of students, to overall develop the students. The competent teacher executes regular evaluation which results in better knowledge growth, increase student efficiency, better learning and increase in degree of students involvement in classroom activities.

The study is to compare teaching competencies of government and private primary school teachers of Haryana. A sample of 157 and 200 primary school teachers from government and private schools was drawn. A measuring scale of teaching competencies was prepared and pre-tested. On the sample of 357 respondents, factor analysis of principal components with varimax rotation was applied and five teaching competencies (Factors) were identified.

. The Overall Teaching Competency was also calculated by adding all the five types of teaching competencies. The t-test of two independent samples was applied to compare all the competencies (Factors) between respondents of government and private schools. The results of analysis indicate that degree of competency of government and private schools teachers is quite high. It is further found that teaching competencies, on an average, are the same among the respondents of government and private schools, except in one competency, that is, Research Knowledge Acquisition and Transfer Competency. There is significant difference of this competency between two categories of respondents, and its level is more among the respondents of government schools as compared to private schools

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