

CHAPTER – V

MAIN FINDINGS EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

In the previous chapter, the data was analyzed and interpreted and results were drawn. This chapter includes the findings of the study, their educational implications and suggestions for further studies. The purpose of the study was to investigate whether the teacher effectiveness of secondary school teachers is related with teaching competency and spiritual intelligence. Additionally, the researcher examined the difference among teacher effectiveness, teaching competency and spiritual intelligence of secondary school teachers. This chapter provides conclusions that can be drawn from the research and offers suggestions for further research. The findings of this study are presented in two major parts. The part first shows the findings related to differential analysis and the part second shows the findings related to correlation analyses, which are as follows:

5.1 Main Findings

5.1.1 Findings Related to Significance of Difference among Secondary School Teachers with Regard to Type of School, Gender, Locality and Teaching Experience in Relation to Teacher Effectiveness, Teaching Competency and Spiritual Intelligence

5.1.1.1 Significance of Difference among Different Groups on Teacher Effectiveness

The main findings on the basis of the analysis of the data are as follows:

- Government and private secondary school teachers were found significantly different in terms of teacher effectiveness. Government teachers were found higher with regard to teacher effectiveness along with its four dimensions i.e. planning and preparation,

classroom management, teacher characteristics and Interpersonal relations than their private counterparts. Private secondary school teachers were found more effective in subject matter as compared to government secondary school teachers.

- Male and female secondary school teachers were found different in terms of teacher effectiveness. Male teachers were found higher with regard to teacher effectiveness along with its two dimensions i.e. Subject matter and inter-personal relations than their counterparts. No significant difference was found in male and female secondary school teachers in terms of planning and preparation, classroom management and teacher characteristics dimension of teacher effectiveness.
- No significant difference was found in rural and urban secondary school teachers in terms of teacher effectiveness along with its one dimension i.e. teacher characteristics. Rural secondary school teachers were found higher in terms of subject matter dimensions of teacher effectiveness than their urban counterparts. Urban secondary school teachers were found higher in terms of planning and preparation, classroom management and inter-personal relations dimensions of teacher effectiveness than their rural counterparts.
- It was found that there is a significant difference in teacher effectiveness of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of experience. It was also observed from the data that the secondary school teachers having more than 15 years teaching experience are more effective as compared to other group of teachers.
- By analyzing teacher effectiveness of government and private secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience, it was found that teaching experience of less than 5, 5-10, 10-15 years does not affect the teacher effectiveness of secondary school teachers. Whereas in the group of more than 15 years of teaching experience government secondary school teachers are found more effective than private secondary school teachers.

- By analyzing teacher effectiveness of male and female secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience, it was found that teaching experience of all secondary school teachers does not affect their teacher effectiveness even with the passage of time.
- By analyzing teacher effectiveness of rural and urban secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience, it was found that teaching experience of less than 5, 5-10 and more than 15 years does not affect the teacher effectiveness of secondary school teachers. Whereas in the group of 10-15 years of teaching experience rural secondary school teachers are found more effective than urban secondary school teachers.

5.1.1.2 Significance of Difference among Different Groups of Teaching Competency

The main findings on the basis of the analysis of the data are as follows:

- Government and private secondary school teachers were found different with regard to teaching competency along with its all dimensions i.e. planning (pre-instructional), presentation (instructional), closing, evaluation and managerial. Government secondary school teachers were found more competent as compared to private secondary school teachers.
- Male and female secondary school teachers were found different in terms of teaching competency. Male teachers were found higher with regard to teaching competency along with its four dimensions i.e. planning (pre-instructional), presentation (instructional), evaluation and managerial than their female counterparts. No significant difference was found in male and female secondary school teachers in terms of closing dimension of teaching competency.
- No significant difference was found in rural and urban secondary school teachers in terms of teaching competency along with its three dimension i.e. planning (pre-instructional),

evaluation and managerial. Rural secondary school teachers were found higher in terms of closing dimensions of teaching competency than their urban counterparts. Urban secondary school teachers were found higher in terms of presentation (instructional) dimensions of teaching competency than their rural counterparts.

- It was found that there is a significant difference in teaching competency of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience. It was also observed from the data that the secondary school teachers having more than 15 years of teaching experience are more competent as compared to other group of teachers.
- By analyzing teaching competency of government and private secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience, it was found that teaching experience of all secondary school teachers significantly affect their teaching competency. It was also found that government secondary school teachers are more competent than private secondary school teachers at every stage of teaching experience.
- By analyzing teaching competency of male and female secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience, it was found that teaching experience of 5-10, 10-15 and more than 15 years does not affect the teaching competency of secondary school teachers. Whereas in the group of less than 5 years of teaching experience male secondary school teachers are found more competent than female secondary school teachers.
- By analyzing teaching competency of rural and urban secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience, it was found that teaching experience of all secondary school teachers does not affect their teaching competency even with the passage of time.

5.1.1.3 Significance of Difference among Different Groups of Spiritual Intelligence

The main findings on the basis of the analysis of the data are as follows:

- Government and private secondary school teachers were found different with regard to spiritual intelligence along with its all dimensions. Government secondary school teachers were found with higher spiritual intelligence as compared to private secondary school teachers.
- Male and female secondary school teachers were found different in terms of spiritual intelligence along with its all dimensions. Male secondary school teachers were found with higher spiritual intelligence than their female counterparts.
- Rural and urban secondary school teachers were found different in terms of spiritual intelligence along with its all dimensions. Rural secondary school teachers were found with higher spiritual intelligence than their urban counterparts.
- It was found that there is a significant difference in spiritual intelligence of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience. It was also observed from the data that the secondary school teachers having more than 15 years of teaching experience are spiritually more intelligent as compared to other group of teachers.
- By analyzing spiritual intelligence of government and private secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience, it was found that teaching experience of 5-10, 10-15 and more than 15 years does not affect the spiritual intelligence of secondary school teachers. Whereas in the group of less than 5 years of teaching experience the spiritual intelligence of government secondary school teachers is found higher than private secondary school teachers.
- By analyzing spiritual intelligence of male and female secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience, it was found that

teaching experience of less than 5, 5-10 and 10-15 years does not affect the spiritual intelligence of secondary school teachers. Whereas in the group of more than 15 years of teaching experience the spiritual intelligence of male secondary school teachers is found higher than female secondary school teachers.

- By analyzing spiritual intelligence of rural and urban secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience, it was found that teaching experience of less than 5 years does not affect the spiritual intelligence of secondary school teachers. Whereas in the group of 5-10, 10-15 and more than 15 years of teaching experience the spiritual intelligence of rural secondary school teachers is found higher than urban secondary school teachers.

5.1.2 Findings Related to Coefficient of Correlation between Teacher Effectiveness and Teaching Competency; and Teacher Effectiveness and Spiritual Intelligence

5.1.2.1 Coefficient of Correlation between Teacher Effectiveness and Teaching Competency of Secondary School Teachers

- A positive and significant relationship was found between teacher effectiveness and teaching competency of secondary school teachers. Teaching competency was found to be positively and significantly related to teacher effectiveness along with all its dimensions *viz.* planning and preparation, classroom management, subject matter, teacher characteristics and Interpersonal relations.

5.1.2.2 Coefficient of Correlation between Teacher Effectiveness and Spiritual Intelligence of Secondary School Teachers

- A positive and significant relationship was found between teacher effectiveness and spiritual intelligence of secondary school teachers. Spiritual intelligence was found to be positively and significantly related to teacher effectiveness along with all its dimensions

viz. planning and preparation, classroom management, subject matter, teacher characteristics and Interpersonal relations.

5.2 Discussion of the Results

Discussion of the results is one of the major segments of the research. It is through the discussion that the researcher correlates his/her results to the reviewed researches. Discussion gives the action to the results of any research. Some of the results of present investigation corroborate with the results of studies conducted earlier, whereas some other results deviate from the previous results.

5.2.1 Discussion of Results Pertaining to Overall Teacher Effectiveness of Secondary School Teachers

- In the present study government and private secondary school teachers are found significantly different in terms of teacher effectiveness. Government teachers are found higher with regard to teacher effectiveness along with its four dimensions i.e. planning and preparation, classroom management, teacher characteristics and interpersonal relations than their private counterparts. Private secondary school teachers are found more effective in subject matter as compared to government secondary school teachers. This shows that type of school affect the teacher effectiveness of secondary school teachers. The results are in line with the results of Chowdhury (2015), Agarwal (2012), Bharadwaj (2009), Jain (2007) and Ghali (2005) who found a significant difference between government and private secondary school teachers in terms of teacher effectiveness. Contradictory results have been reported by Reddy (2012), Kaur (2011), Mishra (2011), Singh (2009), and Newa (2009) who found no significant difference between government and private secondary school teachers in terms of teacher effectiveness. The reason for the present result may be that government teachers are generally more qualified; having job security and less work pressure in comparison to private teachers they are satisfied

with their pay structure, which all are enhancing factors towards more teacher effectiveness.

- Male and female secondary school teachers are found different in terms of teacher effectiveness. Male teachers were found higher with regard to teacher effectiveness along with its two dimensions i.e. subject matter and inter-personal relations than their counterparts. No significant difference was found between male and female secondary school teachers in terms of planning and preparation, classroom management and teacher characteristics dimension of teacher effectiveness. The results are in line with Goel (2013), Puri (2008), Jain (2007), Kumari (2006) and Amandeep and Gurpreet (2006) who found significant difference between male and female teachers in terms of teacher effectiveness. Contradictory results have been reported by Johal and Singh (2016), Ritu and Singh (2012), Reddy (2012) and Mishra (2011) who found no significant difference between male and female secondary school teachers similar in terms of teacher effectiveness. The reason for the present result may be that generally females are involved in household jobs and find less time for their professional growth. Although the opportunities for attending refresher course, training and seminars are given to the both males and females but a few female teachers attained these type of courses due to their family obligations.
- No significant difference was found in rural and urban secondary school teachers in terms of teacher effectiveness along with its one dimension i.e. teacher characteristics. Rural secondary school teachers were found higher in terms of subject matter dimensions of teacher effectiveness than their urban counterparts. Urban secondary school teachers were found higher in terms of planning and preparation, classroom management and inter-personal relations dimensions of teacher effectiveness than their rural counterparts. The results are in line with Chowhury (2015) Ritu and Singh (2012), Reddy (2012), Sodhi

(2012), Mohanty and Parida (2010) and Ghali (2005) who found No significant difference between rural and urban secondary school teachers in terms of teacher effectiveness. Contradictory results have been reported by Riti (2012), Goel (2013) and Jain (2007) who found significant difference between rural and urban secondary school teachers in terms of teacher effectiveness. The present result of the study may be due to the fact that teacher effectiveness is an individual's personal trait and therefore does not significantly relate to the locality.

- It was found that there is a significant difference in teacher effectiveness of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of experience. It was also observed from the data that the secondary school teachers having more than 15 years teaching experience are most effective as compared to other groups. The results are in line with Tyagi (2013) and Pachaiyappan and Raj (2014) who found a significant difference in teacher effectiveness with regard to teaching experience. The result is contradicted by Sodhi (2012) who found no significant difference in teacher effectiveness with regard to teaching experience. The present study reveals that experience teacher being in the profession for a longer period might have developed better effectiveness of their profession on the other hand being new recruits, the less experienced teachers feel insecure in their job and try to internalized and intellectualized the value of teaching profession and dedicate themselves to be effective teacher.

5.2.2 Discussion of Results Pertaining to Overall Teaching Competency of Secondary School Teachers

- Government and private secondary school teachers were found different in terms of teaching competency. Government secondary school teachers were found more competent as compared to private secondary school teachers. The results are in line with the results of Ahmad and Khan (2016), Suryanarayana and Goteti (2010), Kumar (2005)

and Pushpam and Sourdarajan (2004) who found government and private secondary school teachers different in terms of teaching competency. Contradictory results have been reported by Kaur and Talwar (2016), Mani and Mohan (2005) and Xavir (2003) who found no significant difference between government and private secondary school teachers in terms of teaching competency. This might be due to that there is a standard selection criteria and procedure for government teachers which is of higher level in terms of competency whereas there is no standard selection criteria and procedure for private teachers.

- Male and female secondary school teachers were found significantly different in terms of teaching competency. Male teachers were found higher in terms of teaching competency along with its four dimensions i.e. planning (pre-instructional), presentation (instructional), evaluation and managerial than their female counterparts. No significant difference was found between male and female secondary school teachers in terms of closing dimension of teaching competency. The results are in line with the results of Daniel and Francisca (2010), Suryanarayana and Goteti (2010), Chahar (2005) and Mani and Mohan (2005) who found male and female secondary school teachers different in terms of teaching competency. Contradictory results have been reported by Kaur and Talwar (2016), Pawar (2011), Amandeep and Gurpreet (2005) and Sethi (2015) who found No significant difference between male and female secondary school teachers in terms of teaching competency. The obtained difference between teaching competency of male and female teachers might be due to that males have more time and freedom for their carrier or professional development. In general male teachers attained more seminars, trainings and workshops as compared to female teachers.
- No significant difference was found between rural and urban secondary school teachers in terms of teaching competency along with its three dimension i.e. planning (pre-instructional), evaluation and managerial. Rural secondary school teachers were found

higher in terms of closing dimensions of teaching competency than their urban counterparts. Urban secondary school teachers were found higher in terms of presentation (instructional) dimensions of teaching competency than their rural counterparts. The results are in line with Sethi (2015), Pushpam and Sourdarajan (2004) and Xavir (2003) who found No significant difference between rural and urban secondary school teachers in terms of teaching competency. Contradictory results have been reported by Suryanarayana and Goteti (2010) who found significant difference in teaching competency of rural and urban secondary school teachers. The present result may be because each and every facility which is available in urban areas is also available in rural areas and technology which eliminate all the locality differences and put all of us on a single universal platform.

- It was found that there is a significant difference in teaching competency of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience. It was also observed from the data that the secondary school teachers having more than 15 years of teaching experience are more competent as compared to other group of teachers. The results are in line with Pushpam and Sourdarajan (2004) who found a significant difference in teaching competency with regard to teaching experience. The present result of the study may be due to the continuous and repeated working in the same profession the worker becomes familiar to the procedure and to the obstacles which generally comes and after knowing the problems he/she tries to overcome those. As according to an old proverb, “practice makes a man perfect”. Their experience makes them more competent.

5.2.3 Discussion of Results Pertaining to Overall Spiritual Intelligence of Secondary School Teachers

- Government and private secondary school teachers were found significantly different in terms of spiritual intelligence along with its all dimensions. Government secondary

school teachers were found with higher spiritual intelligence as compared to private secondary school teachers. The results are in line with the results of Nair and Paul (2013) who found government and private secondary school teachers different in terms of spiritual intelligence. Contradictory results have been reported by Johal and Singh (2016), Sethi (2015) and Kaur and Kumar (2013) who found no significant difference between government and private secondary school teachers in terms of spiritual intelligence. The present result might be due to that government teachers are generally well qualified, more satisfied and clear about their goals. All these factors indicates towards higher spiritual intelligence.

- Male and female secondary school teachers were found different in terms of spiritual intelligence along with its all dimensions. Male secondary school teachers were found with higher spiritual intelligence than their female counterparts. The results are in line with the results of Kaur and Kumar (2013), Khurana (2010), Murdia (2008), Singh (2008) and Sally (2006) who found male and female secondary school teachers different in terms of spiritual intelligence. Contradictory results have been reported by Nair and Paul (2017), Johal and Singh (2016), Sethi (2015) and Khadivi (2012) who found no significant difference between male and female secondary school teachers in terms of spiritual intelligence. This result might be occurred due to in the present world male and female are different personality traits, cultural backgrounds, Environments, social life and also difference in traditions and schools these factors affect the personal beliefs, life events, attitudes, personal experiences of male and female. These factors affect spiritual intelligence that's why the significant gender difference is found in spiritual intelligence in present study.
- Rural and urban secondary school teachers were found significantly different in terms of spiritual intelligence along with its all dimensions. Rural secondary school teachers were

found with higher spiritual intelligence than their urban counterparts. The results are in line with Nair and Paul (2017) who found Rural and Urban secondary school teachers different in terms of spiritual intelligence. Contradictory results have been reported by Sethi (2015) and Kaur and Singh (2013) who found no significant difference between rural and urban secondary school teachers in terms of spiritual intelligence. This may be due to the social environment in the rural areas is favorable for the development of spiritual intelligence whereas in urban areas such type of environment is not available because of busy life schedule.

- It was found that there is a significant difference in spiritual intelligence of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience. It was also observed from the data that the secondary school teachers having more than 15 years of teaching experience possesses higher spiritual intelligence as compared to other group of teachers. The probable reason for the present result may be that with the passage of time people on average start having an inclination towards spirituality leading to more spiritual intelligence. While the younger one find their interest in the work promotion in the carrier and fun making.

5.2.4 Discussion of Results Based on Correlation between Teacher Effectiveness and Teaching Competency

- There was a significant and positive relationship between teacher effectiveness and teaching competency of secondary school teachers. Teaching competency was found to be positively and significantly related to teacher effectiveness along with all its dimensions viz. planning and preparation, classroom management, subject matter, teacher characteristics and Interpersonal relations. The results are in line with Amandeep and Gurpreet (2005) who found a significant and positive correlation between teacher effectiveness and teaching competency. Contradictory results have been reported by Bella

Joshap (2013) who found no significant correlation between teacher effectiveness and teaching competency. Positive and significant correlation between teacher effectiveness and teaching competency may be due to the fact that to become an effective teacher one must have good professional competence, positive attitude towards parents, students and colleagues and the ability to make social contract with them.

5.2.5 Discussion of Results Based on Correlation between Teacher Effectiveness and Spiritual Intelligence

- Positive and significant relationship has been found between teacher effectiveness and spiritual intelligence of secondary school teachers. Spiritual intelligence was found to be positively and significantly related to teacher effectiveness along with all its dimensions viz. planning and preparation, classroom management, subject matter, teacher characteristics and interpersonal relations. The results are in line with Johal and Singh (2016), George and Visvam (2013) and Kaur and Kumar (2013) who reported a significant and positive correlation between teacher effectiveness and spiritual intelligence. As spiritual intelligence brings mental stability, calmness and positive attitude in the life which helps to perform in more organized, meaningful and systematic manner. Hence, increases the work efficiency of a person. Therefore, teachers with higher spiritual intelligence are more effective and competent.

5.3 Educational Implications

The present study was undertaken to determine the “**Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence**”. As the quality of education to a large extent depends upon the teacher so he should be effective in teaching. Teaching competency and spiritual intelligence are the factors which affect the teacher effectiveness and ultimately the teaching-learning process. A competent teacher can motivate the students and create interest in them, evaluate their progress and maintain discipline in the class. He has to update his knowledge of the subject

matter to be taught and should be able to use effectively the available resources and the teaching aids. Therefore, the present study has implications for the teachers, school administrators, policy maker's psychologists, educational thinkers and other professionals working in the field of education. Some of the implications are discussed as below:

- Teacher effectiveness is the most critical factor for the future success of education, which is closely connected to teachers work performance and their competency to innovate and to integrate new ideas. It is only the teacher who en-lights the students as well as the society by imparting knowledge and experiences. It is said that good performance of the students depends upon effectiveness of their teachers. The whole educational system is paralyzed in the absence of effective and competent teachers. As the present research helps in assessment of teacher effectiveness so we can find the areas where the improvement in teacher effectiveness is required.
- The study is an excellent work for those teachers who are highly ambitious and wish to improve their teaching competency regularly. This will help them to introspect and evaluate themselves where they stand as a teacher.
- As a group, teacher will understand how to interact and behave with the fellow teachers and how they can engage themselves in renewing and reforming the school. It will let them understand that teaching profession is not just about delivering the course material to the students but it is a systematic approach to develop those skills which help to prepare, plan and organize the teaching in accordance with the need of the pupils.
- The results of this study can be used to know the level of teacher effectiveness, teaching competency and spiritual intelligence of secondary school teachers and if there are any discrepancies, various methods and techniques can be adopted for improvement.
- The school administrators' work may be facilitated by this study. The school administration has a big responsibility towards teachers. A teacher should be provided all

basic facilities by the school administration either he is working in government or private institution, as these factors are somehow related to their effectiveness.

- The findings of the present study revealed a positive and significant correlation between teacher effectiveness and teaching competency. The studies of factors affecting teacher effectiveness and teaching competency may be helpful in organization of training programs indented to improve quality of teaching-learning process.
- The results are also useful in formulation of policies related to the requirement and development of secondary school teachers by developing the competencies during teacher- training programs.
- Government, male and rural teachers are found superior than their respective counterparts in their respective categories *viz.* type of school, gender and locality in terms of spiritual intelligence. Appropriate research work needs to be initiated so that the true causes of this difference can be found out. Once the real causes are discover the teachers who rated lower on spiritual intelligence can be professionally helped.
- Spiritual intelligence touches the “nerve” of the employees and can “make” them to go beyond the normal actions in terms of effectiveness. According to Vaughan (2002) *“Refining any form of intelligence requires training and discipline, and spiritual intelligence is no exception”*. So the school authorities and policy makers should take the responsibility together in developing spiritual intelligence at personal, group and organizational level and this can be done by organizing different spiritual intelligence training programs to enhance spiritual intelligence of school teachers and to provide them with benefits in both the personal and interpersonal realms.
- The addition of topics like integrating the development of spiritual intelligence skills into the curriculum of prospective teachers would help them to be more aware of their spiritual competencies before they entered the teaching profession.

Hence, the findings of the present study has implications for the teachers, school administrators, policy makers and other professionals working in the field of education.

5.4 Suggestions for Future Study

- Teacher effectiveness, teaching competency and spiritual intelligence of teachers working at different levels of schools can be studied.
- The present study was confined to Haryana state only. Similar study can be conducted in other states of the country.
- A study can be planned to explore other correlates of teaching effectiveness such as self-concept, emotional intelligence and job satisfaction etc. of secondary school teachers.
- Teacher effectiveness of secondary school teachers teaching different streams like arts, commerce, science and other professional courses can also be studied.
- The present study was conducted on a sample of 400 teachers. Large sample size may be considered for further research.
- A comparative study can be conducted for two different states.