

Introduction

Education is boom to humanity. All progress and prosperity of human cultures and civilization is due to education. Education enables a person to facilitate one's duties and responsibilities to oneself, to the family, to the society and to the nation and help him to live a successful end meaningful life that inspire and guides the younger generation. It has been considered a powerful tool to fight against poverty, build democracy and peaceful society. "Education" is a tool for self realization. Education provides enlightenment to realize of self through sadhana, through an incessant and unleashing practice of action (Karma), devotion (Bhakti), meditation (dhyana) and knowledge (gyan). UNESCO has suggested four pillars i.e. "learning to know, learning to do, learning to live together and learning to be" to strengthen the education system.

The Vedas have observed "Matri devo Bhavo, Pitri devo Bhava, Acharya devo Bhava". The gurus, known as the teachers initiate the students to acquire wisdom which would free them from the darkness of ignorance. The schools during that time were referred as Gurukuls. These Gurukuls were somewhat similar to the present day boarding schools. Schools of present day are though different from Gurukuls of ancient times, but the motive of both is more or less similar and that is to educate our children and bring an all-round development of the child. In the education system, the importance and role of the teachers, has been emphasized by all the Committees and Commissions which have placed him as the pivot of any educational system. Teachers can either make or mar the society. An educational institute with an excellent material resources like infrastructure and a good curriculum is unlikely to achieve its goal if the teachers are ineffective, misfit and indifferent to their responsibility.

Effective education can be achieved through the efforts of well qualified, competent and effective teachers. Depending on the demands of the era, the education aims and objectives have changed very rapidly. These demands have a direct influence on the educational system. Every country develops its system of education to meet the challenges of changing times. India being a open economy, the teachers have the great responsibility of making the students competent enough to stand with their counterparts in the developed countries and to make the country economically independent. A teacher should be competent, effective and spiritual to make real education possible, to increase the level of achievement, to trap the potential of learners and to retain enrolled students in the classroom.

Teacher Effectiveness

According to Collin's English dictionary effectiveness' is a quality of being successful in producing an intended result. The teacher effectiveness is made up of 'teacher' and 'effectiveness'. An effective teacher has qualities such as knowledge of subject matter, skills in communication and personal qualities help in imparting knowledge or skills to the learners. When personal qualities are highlighted then a effective teachers is said to be energetic, enthusiastic, imaginative, having a sense of humor etc. If the skill development and knowledge of content are considered then effective teachers are said to be master of subject, creative, reasonable and able to clarify ideas.

Reiman et al. (1998) revealed that teachers at the highest level of professional expertise and psychological development were reflective; capable of understanding the assumptions; beliefs, values behind choices; capable of balancing the students intellectual achievements and interpersonal learning in the classroom; used a collaborative approach with students to control the classroom and encouraged creativity and flexibility to create interactive classrooms.

According to Rao and Kumar (2004), teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility and inquisitiveness; the student characteristics such as opportunity to learn; and academic work; the teaching factors such as lesson structure and communication; the learning aspects such as involvement and success; and the classroom phenomenon such as environment or climate and organization and management. If teachers take care of these factors, their effectiveness can be enhanced to the optimum level.

Teaching is one of the major tasks of a teacher. Competency over this task of teaching is essence of successful educational systems. Before knowing 'teaching competency' it is essential to know the meaning of competency. Competency is a term used extensively by different people in different contexts. So it is defined in different ways. Competency is ordinarily defined as adequacy for a task or possession of required knowledge, skills and abilities. It emphasizes on the ability to do, rather on the ability to demonstrate knowledge. (Sharma, 2001) Teaching competencies identify a single level of proficiency or a range of levels determined through theoretical or empirical process at which a teacher must perform. Competencies and performance are therefore, inversely related. The teaching competency of a teacher can be judged from the teacher's desirability of intended changes in the learners' behavior and the extent and nature of the actual change in the learners' behavior. Competent or effective teaching occurs when the intended changes, selected by the teacher, are both desirable and constructive for the learner and the intended changes are actualized as a result of teaching. Teacher education and job performance of a teacher are the contexts in which this term is used.

It can be assumed that teacher competencies are various attitudes needed by the teacher for the act of instruction in an educational institution. Alternatively, competent

teaching is assumed to be made up of a collection of modular skills and a chain of performances on such modules constitutes effective teaching performance. A competent teacher should have not only mastery over his/her subject matter, but his/her competency should be measured by students learning. It is true that effective Learning is the result of successful teaching but successful teaching does not depend only upon the method used because methods and procedures of teaching are the means but not the end. It is not essential that a popular teacher among his or her students is also good or competent teacher, but a competent teacher is one whose students have better knowledge about the subject matter. So, Teaching Competency has been recognized as an important component of Teaching-learning process.

Spiritual Intelligence

Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life force of evolution. If the evolution of life from stardust to mineral, vegetable, animal, and human existence implies some form of intelligence rather than being a purely random process, it might be called spiritual. Spiritual intelligence emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul, and spirit, it can be called the soul of all intelligences and spiritual intelligence enhances our power to inspire other by transforming their soul in such a way that their desires and aspirations are aligned in a single direction. Soul is beyond all reason and intellect. One who knows his soul knows the universe. It explains the body soul continuum and suggests practical steps to evolve through the body sense mind-intellect to reach our soul. Spiritual intelligence, then, is more than individual mental ability. It appears to connect the personal to the transpersonal and the self

to spirit. Spiritual intelligence goes beyond conventional psychological development. In addition to self-awareness, it implies awareness of our relationship to the transcendent, to each other, to the earth and all beings. Spiritual intelligence is the expression of innate spiritual qualities through your thoughts, actions and attitudes. Spiritual intelligence refers to intuitive knowledge of the self, others situations and techniques to achieve the desired objectives

According to Zohar and Marshall (2000), Spiritual Intelligence is an intelligence which encounters question of meanings or 'values', whereby the intelligence places our characters and life in a broader and richer context of meanings as well as the intelligence to evaluate a person's action or way of life which is more meaningful compared to others.

Higher spiritual intelligence is said to be deeply honest with ourselves and deeply aware of ourselves. Higher spiritual intelligence is based on the most intense personal integrity. It demands that we become aware of and live out of that deep centre of ourselves that transcends all the fragments into which our lives have been shattered. It demands that we re-collect ourselves, including those parts of ourselves that it has been painful or difficult to own. But most of all, higher spiritual intelligence demands that we stand open to experience, that we recapture our ability to see life of self and others, 'afresh', as though it were through the eyes of a child. It demands that we cease to seek refuge only in what we already know and constantly explore and learn from what we do not know. It demands that we live in the questions rather than the answers.

Justification of the study

Teacher's importance in modern era has acquired new dimensions. A job of being teacher is most important and challenging in the world. If we are committed to bring really a productive change to raise the standard of education, it is imperative to recruit teachers who not only have the subject proficiency, but also their competency and other factors. The

emergence of a globalize world in a frame work of competition together with the pressure of an exploding knowledge base has given rise to new challenging roles for the secondary school teachers. Unless the teacher is competent, fully involved and committed to work, all other attempts that are taken to effect any improvement in the field of teaching are bound to be futile. It is therefore, necessary to identify causes for serious problems. The effectiveness of teachers depends not only on their achievements but also the conditions under which one is performing his duty, the work style and their competency. In recent years, spiritual intelligence has become an important part of our lives as well as workplace. Spirituality is considered as one of the key factors for success of the educational organizations and ultimately for the professional life of teacher. If the teachers are spiritually sound, their goals be clear and can guide their students in an effective manner to meet the ultimate goal of education. A teacher who is aware of the relationship between spirituality and learning will be in a position to maintain a conducive environment for learning. Spiritual intelligence is the major part of personality and adjustment. Teachers interact not only with the outward realness of human being, but also with their mind and spirit.

Therefore, keeping in mind the limitations of previous studies, the present study has been undertaken to find relationship of teacher effectiveness in relation to teaching competency and spiritual intelligence of secondary school teachers of Haryana state.

Statement of the Problem

“Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence”

Operational Definitions of the Terms Used

Teacher Effectiveness: Teacher effectiveness means the quality of teachers who have effectively attained the required capabilities in their roles and functions, such as the

preparation and planning for teaching, classroom management and knowledge of subject matter, teacher characteristics and their inter-personal relations.

Teaching Competency: The knowledge, skills and values of a teacher to bring out the desirable changes in pupil's behavior is teaching competency. Teaching competency is an amalgam of the teacher characteristics, teaching aids and their effects on the educational outcome of classroom teaching in this study teaching competency is related to planning , presentation, closing, evaluation and managerial.

Spiritual Intelligence: It is a set of adaptive, mental capacities which are based on non material and transcendent aspects of reality, especially those which are related to the nature of one's existence, personal meaning, transcendence and expanded state of consciousness. These processes when applied are adaptive in their ability to facilitate unique means of problem solving, Abstract reasoning and coping.

Objectives of the Study

- To study the Teacher Effectiveness of secondary school teachers
- To study the Teaching Competency of secondary school teachers
- To study the Spiritual Intelligence of secondary school teachers
- To compare the Teacher Effectiveness of government and private secondary school teachers.
- To compare the Teacher Effectiveness of male and female secondary school teachers.
- To compare the Teacher Effectiveness of rural and urban secondary school teachers.
- To compare the Teacher Effectiveness of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience.
- To compare the Teaching Competency of government and private secondary school teachers.

- To compare the Teaching Competency of male and female secondary school teachers.
- To compare the Teaching Competency of rural and urban secondary school teachers.
- To compare the Teaching Competency of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience.
- To compare Spiritual Intelligence of government and private secondary school teachers.
- To compare Spiritual Intelligence of male and female secondary school teachers.
- To compare Spiritual Intelligence of rural and urban secondary school teachers.
- To compare Spiritual Intelligence of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience.
- To study the relationship between Teacher Effectiveness and Teaching Competency of secondary school teachers
- To study the relationship between Teacher Effectiveness and Spiritual Intelligence of secondary school teachers

Hypotheses of the Study

- There is no significant difference in Teacher Effectiveness of government and private secondary school teachers.
- There is no significant difference in Teacher Effectiveness of male and female secondary school teachers.
- There is no significant difference in Teacher Effectiveness of rural and urban secondary school teachers.
- There is no significant difference in Teacher Effectiveness of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience.
- There is no significant difference in Teaching Competency of government and private secondary school teachers.

- There is no significant difference in Teaching Competency of male and female secondary school teachers.
- There is no significant difference in Teaching Competency of rural and urban secondary school teachers.
- There is no 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.
- There is no significant difference in Spiritual Intelligence of government and private secondary school teachers.
- There is no significant difference in Spiritual Intelligence of male and female secondary school teachers.
- There is no significant difference in Spiritual Intelligence of rural and urban secondary school teachers.
- There is no 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.
- There is no significant correlation between Teacher Effectiveness and Teaching Competency.
- There is no significant correlation between Teacher Effectiveness and Spiritual Intelligence.

Delimitations of the Study

The research study has to be investigated within certain well- defined boundaries. The present study is confined to the following:

- Haryana state only.
- Four Districts only.
- 8 blocks of four districts only.

- 40 government and 40 private secondary schools only.
- 400 secondary level teachers.

Research Method

Keeping in view the nature of the present study, the Descriptive (Survey) Method was employed to collect the information. This method is most popular and widely used in the field of social sciences. The present study is descriptive because it aims to describe the nature and present status of the phenomenon and it is concerned with conditions or relationships that exist and opinions that are held.

Population and Sample

Secondary school from 21 districts of Haryana constituted the population for the present study. Multistage random sampling was used to draw the required sample. Sampling was done in four stages. At first stage, four districts *viz.* Sirsa, Hisar, Mahendergarh and Bhiwani were selected randomly out of 21 districts. At second stage, two blocks from each of these four districts were selected randomly. These were Sirsa and Rania from Sirsa district, Hisar I and Adampur from Hisar district, Mahendergarh and Kanina from Mahendergarh district and Bhiwani and Tosham from Bhiwani district. At the third stage, 40 government and 40 private secondary schools of these blocks were selected randomly and at the final and 4th stage, 5 teachers from each school were selected randomly for the sample of present study.

District wise representation of the sample

Sr. No.	Name of the district	Name of the block	Type of school	No. of schools
1	Sirsa	Sirsa	Government	05
			Private	05
		Rania	Government	05
			Private	05
2	Hisar	Hisar-I	Government	05
			Private	05
		Adampur	Government	05
			Private	05
3	Mahendergarh	Mahendergarh	Government	05
			Private	05
		Kanina	Government	05
			Private	05
4	Bhiwani	Bhiwani	Government	05
			Private	05
		Tosham	Government	05
			Private	05
Total	4	8		80

Description of the sample

Basis of classification	Category	No of teachers	Total
Type of school	Government	200	400
	Private	200	
Gender	Male	200	400
	Female	200	
Locality	Rural	200	400
	Urban	200	
Teaching experience less than 5 years	Government	43	131
	Private	88	
	Male	56	131
	Female	75	
	Rural	83	131
	Urban	48	
Teaching experience 5 to 10 years	Government	46	112
	Private	66	
	Male	55	112
	Female	57	
	Rural	53	112
	Urban	59	
Teaching experience 10 to 15 years	Government	36	68
	Private	32	
	Male	44	68
	Female	24	
	Rural	28	68
	Urban	40	
Teaching experience more 15 years	Government	75	89
	Private	14	
	Male	49	89
	Female	40	
	Rural	36	89
	Urban	53	

Tools Used

The following data collection instruments have been used in the present study:

- Teacher Effectiveness Scale by Dr. (Mrs.) Umme Kulsum (2011)
- General Teaching Competency Scale by B. K. Passi and M.S. Lalitha (2011)
- The Spiritual Intelligence Self Report Inventory (SISRI) by D.B. King (2008)

Collection of Data

Prior to the administration of the composite booklets containing Teacher Effectiveness Scale, Teaching Competency and Spiritual Intelligence Scale to secondary school teachers, the investigator sought the permission and cooperation of the heads of the institution and teachers. First of all the purpose of the study was clarified to the teachers and rapport was established with them. The said tools were administered to the teachers taken from the schools randomly selected from the four districts of Haryana state. All the teachers under study were assured that the information would be kept strictly confidential and it would be used for research purpose only. While handing over the booklets of the scales, they were requested to go through the prime instructions and understand them correctly before responding to the items of the tools. The investigator again emphasized the paramount need of the genuine data, i.e., the need to response to the items of the research tools with utmost honesty and truthfulness. The data pertaining to gender (male/female) and organizational setup (government/private) of subjects was obtained from the particulars given by the teachers on the title pages of the scales used. Due care was taken that the respondents did not leave any item unmarked. Sufficient time was given to the respondents to respond.

After the collection of the data, the responses of the subjects were scored in the light of criteria laid down for each tool used, as described in the description of the tools.

Thereafter, the scores of the subjects pertaining to each variable were tabulated on a proper code sheet which was used for statistical analysis.

Statistical Techniques Used for Data Analysis

In order to analyze data with suitable statistical techniques, the following statistical techniques were adopted in the present study:

- Mean and Standard Deviation were calculated for the variables of teacher effectiveness, teaching competency and spiritual intelligence to ascertain the nature of score distribution.
- To find out the differences between mean scores of teacher effectiveness, teaching competency and spiritual intelligence with respect to type of school, gender, locality and teaching experience; t-test and ANOVA were employed.
- Product - Moment Method of correlation technique was used to find out the relationship of teacher effectiveness with teaching competency and spiritual intelligence.

Main Findings

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

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.