

**TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN  
RELATION TO TEACHING COMPETENCY AND SPIRITUAL  
INTELLIGENCE**

A

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## **DECLARATION**

This is to certify that the material embodied in the present work, entitled “**Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence**”, is based on my original research work. It has not been submitted, in part or full, for any other diploma or degree of any University/Institution Deemed to be University and College/Institution of National Importance. References from other works have been duly cited at the relevant places.

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## CHAPTER – I

### INTRODUCTION

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*“A good teacher can eliminate the weakness of our education system. An efficient teacher alone can provide qualitative education... the delivery of quality education is possible only through quality teachers. The success of students is a testimony to the great service of teacher. A teacher must develop capacity for research and enquiry; creativity and innovation; creative transfer of knowledge; capacity to use high technology and capacity for moral leadership among students”*

**Dr. A.P.J. Abdul Kalam**

#### **1.0 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.

“No system of education, no syllabus, no methodology, no text-book can rise above the level of teachers. If a nation wants quality education, it must have quality teachers”

**V.S. Mathur**

Teacher is the primary source of social reconstruction and the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. It is therefore, realized that the emerging Indian society can achieve all round development through teachers who not only act as a powerful agent in transmitting its values, but is also an architect par excellence of new values.

According to Dr. S. Radhakrishnan, “Teacher’s place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skills from generation to generation and helps to keep the lamp of civilization burning.”

According to Secondary Education Commission (1952-53), “We are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community”.

After establishment of National Council for Teacher Education (NCTE) in 1974 courses of teacher education were revised by many universities and state governments. At present teacher education has become more sensitive to the emerging demands from the school system. Teacher operates in a large context and its dynamics as well as concerns put pressure upon his/her functioning. India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Nation needs qualified and professionally trained teachers in large number in the coming years. A school without teacher is just like a body without the soul. It needs no description that the teacher is the dynamic force of any educational system of the younger learners and vital component of the school. If the teachers are well educated and if they are intellectually alive and take keen interest in their job, then only, success is ensured. Hence, the teacher is another vital component of the school. Quality of a teacher is the important variable which affects the teaching-learning process. A good teacher:

- Inspires others with his ways of teaching and working.
- Is neither too harsh nor too lenient.
- Helps the weak students to tide over their difficulties.
- Maintains his dignity by following a set code of conduct.

Teaching lies at the heart of educational enterprise. It is the point of delivery of the education and the key to its success. The quality of education imparted to the students has a direct relationship with the quality of teacher education that determines their excellence and their commitment to the profession. Teachers have an important role to relate education to the national development and social change by providing direction for the growth and development of students into citizens of tomorrow (Lipman, 1998). Consequently, ensuring their quality is of national importance. Teacher is the spiritual and intellectual guardian of the

students. It is believed that what the soul is to the body, what the mind is to the man, the teacher is to the school. It has been argued that the teachers' mental and moral qualities have a direct bearing even on his effectiveness in teaching (Dunhill, 1996). Teacher's responsibilities have expanded out of the classroom into the school in general and school community at large (Hargreaves, 1994; 2000; and Mayer, 2003). Teaching in these new times requires a more sophisticated understanding of multiple dimensions and perspectives within education that incorporates teaching roles, teaching contexts and education stakeholders (Mayer, 2003). Now-a-days, teacher's work is sophisticated and multifaceted and occurs in contexts that are demanding and emotionally and intellectually challenging (Day, 2004). The quality of teachers as they interpret, imbibe and transmit knowledge and intellectual tradition from generation to generation determines the effectiveness of an educational system.

Kothari D.S. has said that a right kind of teacher is one who not only loves his subject, but also his pupil. His success will be measured not in terms of percentage of result alone, but the quality of life and character of men and women whom he has taught".

NCTE, 1998 states "the teacher is the most important element in any educational program. The teacher is mainly responsible for implementation of the educational process at any stage. No amount of investment in improving the physical and educational facilities can improve education unless there are adequate number of well qualified teachers who can and willingly implement the educational process in such a way that it brings about the desired educational development of the students. It is, therefore, important that the teacher be well prepared to do his/ her work efficiently and effectively, the quality of a teacher depends, to a large extent, on the quality of teacher education received by him/ her". Quality education of teachers is not only responsible for improvement of school, but also for preparing competent, effective and professionally well qualified teachers who can meet the demand of the system. Society now requires teachers to be 'knowledge workers' with experience and capacity to

develop, disperse and apply new knowledge (Mayer, 2003). These new and uncertain times require teachers to reinvent themselves as lifelong learners who are capable of operating in new ways and coping with ongoing ambiguity (Quicke, 1998; Hargreaves, 2003; Mayer, 2003; Skillbeck and Connell, 2004).

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.

### **1.1 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 which 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.

Anderson (1991) stated that an effective teacher is one who achieves the goals set by him or have set for him by others. An effective teacher must possess the knowledge and skills



needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved.

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.

William et al. (2007) said that effective teachers will be even more effective in a collaborative workplace. Normally, a teacher is said to be effective who favorably affects his students to develop the necessary skills and work habits along with desirable attitudes and personal style.

Glass (2011) described that effective teachers use different resources to plan and structure learning opportunities; monitor student progress formatively, adapt instruction as needed; and evaluate learning using multiple sources of evidence ,contribute to the development of classrooms and schools that value diversity and civic mindedness and

collaborate with other teachers, administrators, parents, and education professionals to ensure student success .

Singh and Goel (2005) noted that teacher effectiveness and communication skill largely helps a teacher in classroom situation to enhance his teaching efficiency. There was a positive relationship between effectiveness of teacher and communication skills. Effectiveness of teacher depends on oral communication through which a teacher could share his own knowledge, attitude and skills with student in the form of gestures, facial expressions, spoken or written messages. Indirect verbal behaviors were considered to be a sign of teacher effectiveness in directive approach is an equalizing process of the teacher student by making them both knowing subjects. If the teacher possess communication skills, such as; clear objectives, effective delivery, increasing fluency in questioning, illustrating with examples, increasing students participation, reinforcement, etc. themselves, they would be able to teach effectively.

Jim Campbell (2004) defined Teacher Effectiveness as “the power to realize socially valued objectives agreed for teachers work, especially, but not exclusively, the work concerned with enabling students to learn”. Thus, the optimum level of efficiency and productivity rests with the teacher. It refers to the level of maturity and learning indicating that the teacher grows with experience and keeps learning. He is able to perform his best in the process of education. But when we consider the complex task of teaching, Effectiveness is an elusive concept. That is why, some researchers define Teacher Effectiveness in terms of student achievements, others focus on high performance ratings from supervisors, and still others rely on comments from students, administrators and other interested stake holders. Thus, in the educational process, Teacher Effectiveness, School’s Achievement and Educational Effectiveness are used inconsistently, but they are inter-related.

According to Mcdley's teacher effectiveness is the possession of knowledge and skills which led towards teacher performance using knowledge and skills in the classroom. Four major assumptions are implicit in this definition of Teacher Effectiveness

- Effective teachers are aware of knowledge and skills and actively pursue goals.
- The teaching is an intentional and reasoned act.
- A large majority of teachers' goals are or should be concerned either directly or indirectly with their student learners.
- No teacher is effective in every aspect of his profession.

James Strange in his book "Qualities of Effective Teachers" identified five specific critical areas of Teacher Effectiveness which are:

- The teacher as person
- Classroom management and organization
- Organizing for instruction
- Implementing instructions
- Monitoring students' progress

Kulsum (2006) stated that teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement. Umme Kulsum used five areas to assess the teacher effectiveness in terms of characteristics (personality, attitude etc.), process (teacher pupil interaction etc.) and production variables (outcomes of teaching learning process). These areas include Preparation and Planning for teaching, Classroom management, Knowledge of Subject matter, its delivery and presentation, Teacher Characteristics and Interpersonal Relations. These areas cover all the functions of a teacher. A brief description of these five areas is given below:

- **Preparation and Planning for Teaching:** This area includes the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source materials.
- **Classroom Management:** This area includes the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching-learning process and also to maintain discipline in the classroom within the framework of a democratic set-up.
- **Knowledge of Subject Matter; its Delivery and Presentation including Black board Summary:** This area includes the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/ she is dealing within the classroom situations. Delivery of course contents and its presentation including Black Board summary constitute essential aspect of the teaching-learning process.
- **Teacher Characteristics:** This area refers to the personality make-up of teachers and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse a perceptive mass and seeking active participation of pupils constitute essential demand characteristics of effective teacher.
- **Interpersonal Relations:** The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession form the basis to this area.

### 1.1.1 Models of Teacher Effectiveness

Different models of teacher effectiveness were planned from time to time. Two important models namely, Medley's teacher effectiveness structure and McBer's model of teacher effectiveness are relevant to the present study, which are discussed below:

### 1.1.1.1 Medley's Teacher Effectiveness Structure

This model is based on Mitzel's presage-process-product criteria of teacher effectiveness shows nine important types of variables involved in the definition of teacher effectiveness. The variables in Medley's Teacher effectiveness structure are shown in figure 1.1

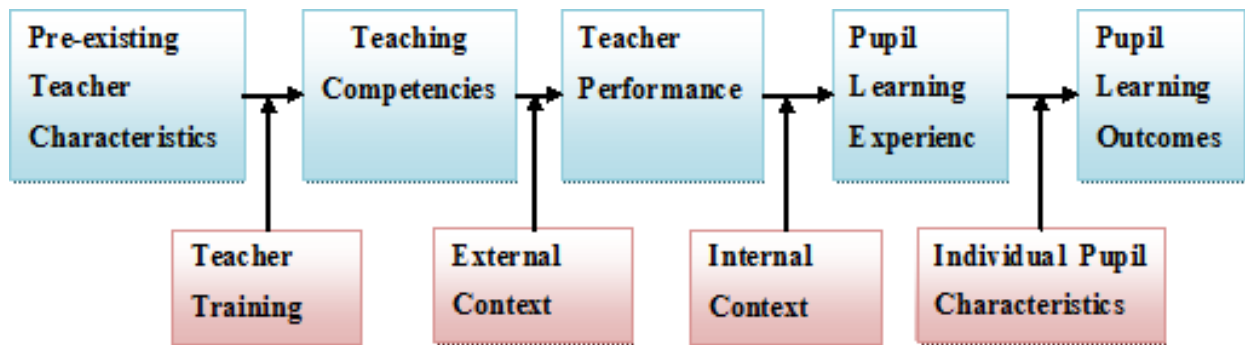


Figure 1.1 Medley's Structure of Teacher Effectiveness

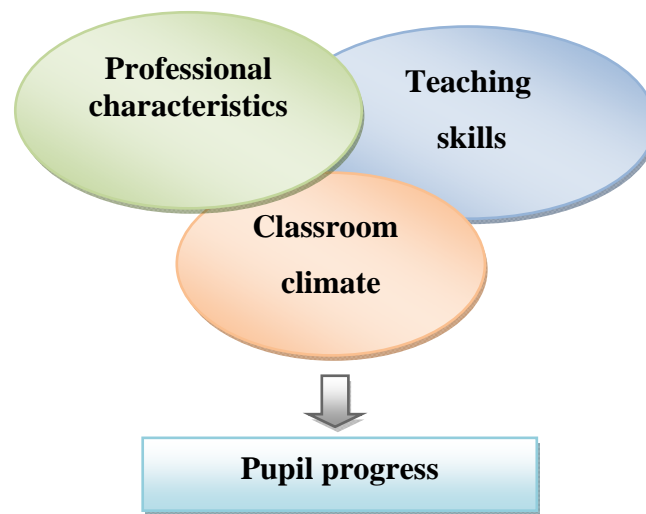
Source Medley, 1982 P. 1899

- **Pre-existing Teacher Characteristics:** It refers to knowledge, beliefs, ability and personality traits that the teachers possess on entering into professional training.
- **Teacher Competence:** It designates the skills, knowledge and abilities that the teacher possesses and takes to the teaching context. These are stable characteristics of the teacher that may not change when situations change.
- **Teacher Performance:** It means the teacher's classroom behavior while teaching, inside and outside the class room. It is understood in term of what the teacher actually does.
- **Pupils' Learning Experience:** It refers to the pupil behavior while teaching is carried out. This, of course is not a teacher characteristic but it depends on the effectiveness of a teacher.

- **Pupil Learning Outcome:** This can be considered as a direct result of learning experience of pupils. When a teacher ‘teaches’ he/she tries to provide learning experiences and opportunities to the learner who is expected to achieve the desired learning objectives.
- **Teacher Training:** It reflects the efforts of teacher educators to help a teacher grow in competence that is to add additional competencies to his/her range of 18 particular interest in pre-service preparation. The set of competencies acquired by a teacher trainee on completion of pre-service training is a combination of pre-existing teacher capabilities and characteristics and the knowledge, beliefs and abilities acquired during training period.
- **External Teaching Context:** These refer to the characteristics of school where the teacher works that interact with teacher performance. This may include the physical facilities in the school, availability of Medias, equipments and materials and the relationship between school and community. The variables in the cell determine the influence of school personnel to teacher effectiveness.
- **Internal Teaching Context:** These variables are characteristics of the class taught by a teacher that interacts with the teacher performance in determining the learning experiences that the pupils have in that classroom. These include size of the class, age group, ability, heterogeneity and socio economic characteristics.
- **Individual Pupil Characteristics:** These are characteristics of a pupil that determine what learning outcomes result from any particular learning experience that pupils might have. Two pupils would be affected differently by identical learning experiences as they differ in their ability, interests and values.

### 1.1.1.2 McBer's Model of Teacher Effectiveness

Hay McBer (2000) developed a model of teacher effectiveness based on the interviews of teachers. He identified three elements relating to teacher effectiveness. These three factors are within teacher that significantly influences pupil's progress. Each factor provides distinctive and in complementary ways to the contribution the teacher makes. This is explained in figure 1.2.



**Figure: 1.2 McBer's (2000) Model of Teacher Effectiveness**

- **Professional characteristics:** Include teacher's ability to communicate, their leadership qualities, their conceptual and analytic thinking skills, their professionalism and their expecting setting abilities.
- **Classroom climate:** Which is measured by pupil's interviews that consider their perception of clarity of lesson, clear behavior standards, orderly climate, a fairness of teacher, opportunity for their participation with emotionally supported feeling in the class and the perception that classroom is a comfortable, safe, interesting and exciting place, and the perception of well organized and attractive physical environment.

- **Teaching skills:** Like high expectations, time on task, effective planning, various teaching methods, classroom and behavioral management and effective use of homework and assessment.

These three factors differ in nature. Professional characteristics and teaching skills are factors related to the aspects a teacher takes to the job. Professional characteristics indicate the ongoing patterns of behavior that unite to drive the tasks teachers individually do. Teaching skills include micro behaviors that an effective teacher constantly exhibit when teaching in a classroom. Classroom climate is an output measure that makes teachers understand the feelings of the pupils in their class and the learning climate shaped by them, which has a bearing on their motivation to learn.

The models of teacher effectiveness show that “Teacher effectiveness” is a multidimensional construct, as it measures different aspects of teaching-learning process. It has been increasingly agreed that an effective teacher is the basic requirement for enhancing student performance. This has led to increased interest in identifying individual teacher’s effect on student achievement. Highly qualified teacher possessing the required certifications and qualifications do not predict highly effective teaching which would imply that it does not predict improvement in students learning. In order to perform the tasks effectively the teachers should possess a high level of social and self awareness to allow for smooth, effective and fruitful interactions.

Vegas and Petrow (2008) categorized the variables that influence teacher effectiveness as follows:

- **Student characteristics and behaviors:** These include health and nutrition, preschool experience, age of entry into school, support from parents and siblings, Socio-economic status and home language.



- School and teacher characteristics and behaviors: School characteristics include infrastructure, materials and textbooks, class size, peer group and school climate, and the amount of time in the school day and year. Teacher characteristics include motivation, knowledge/education, pedagogy, time in the profession/experience, rotation and turnover, and sense of professional calling.
- Organizational factors: These factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers' unions, parents, and community.

## **1.2 Teaching Competency**

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.

Nessipbayeva, Olga. (2012) presented a few characteristics of a competency which are as follows.

- A competency consists of one or more skills whose mastery would influence the attainment of the competency.
- A competency has its linkage with all the three domains under which Performance can be assessed. It covers the domains of knowledge, skill and attitude.
- Competencies, since have a performance dimension of them, are observable and demonstrable.
- Because the competencies are observable, they are also measurable. It is possible to assess a competency from the performance of a teacher. It is not necessary that all competencies of a teacher have the same extent of knowledge, skill and attitude. There may be some competencies involving more knowledge than skill and attitude, whereas, some competencies may be skill/performance loaded.

To understand a competent teacher, it is to be observed to what extent they apply an integrated knowledge that they have in planning and implementing their teaching and revise the contents of their lesson. The other aspect of teaching competency is ability in technological aids, which suggests that the teacher must possess knowledge and skill about proficiency in teaching aids. This suggests that effective teachers are able to learn planning and designing of lesson as well as the strategies to be adopted in teaching. There are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective organization of these activities requires a teacher having a certain amount of knowledge with a certain amount attitudes and skills. In other words, Teacher competence means the right way of conveying set of knowledge, skills and application to the pupils by understanding their psychology and realizing the needs and demands of the parents as well as community. The right way does not

include acquisition of content and transactional strategies rather than it includes multi dimensional activities in and outside the classroom. Teaching competency includes knowledge of subject, attitude, skills and other teacher characteristics. (Haskew, 1956 and Wilson ,1973)

Rama (1979) defines teacher competency in a more comprehensive manner as “the ability of a teacher manifested through a set of overt teacher classroom behaviors which is a resultant of the interaction between the presage and the product variables of teaching within a social setting.”

Teachers Teaching competency is concerned with relationship between the characteristics of teachers teaching acts and effects on the education outcomes on classroom teaching. Consequently, teaching competency has been measured through three major approaches. Firstly, According to process criteria teaching competency relates itself to those aspects of teacher and student behavior which one believed to be worthwhile in their own right. Secondly, According to translate ultimate goals into operational ones, relate itself to students growth in psychomotor skill, effective and cognitive areas of behavior. Thirdly, According to the presage criteria a teaching competency must relate to personality attributes and teachers characteristics *etc.* which may contribute to teacher effectiveness.

Venkataiah, S. (2000) defines teaching competency as the possession of any single knowledge, skill or professional expertise which is believed to be relevant to the successful practice of teaching. The competency involves problems and need related to education programme that may transform an aspiring teacher into competent professional fully equipped with knowledge and skills to perform teaching task exploring the possibility of generating human as well as physical resources from the community for educational purpose only. In addition to a mastery of basic skills, effective teachers are expected to demonstrate

thorough understanding of the content of their curricular areas, pedagogical capabilities, communication skills, and professionalism.

A teacher's competency in 21st century according to UNESCO (2008) is that a competent teacher should have firm knowledge of the curriculum of his/her subject and to use technology into the curriculum. Formal system of education depends on three components that are curriculum, student and teacher. Teaching competency refers to the knowledge, attitude, skills and self perception or the products that comes from by mixing these behaviors and resulting in consistent pattern of behavior leading to the attainment of expected outcomes.

Wilson, Shulman and Richet (1987) noted that teachers' profound knowledge in curriculum content and pedagogy enhance students' performance. Medley (1982) states that teachers' competency such as behavior, skills and knowledge related to school performance

According to Bibi (2005), competence of the teacher means teacher strength, expertise or potential to perform his job properly and stable quality that does not change from one situation to another situation.

Selvi (2010) described that competence of a teacher influences the values, behavior, communication, goals and the teaching as well supporting curriculum and professional development.

According to British council (2010) teaching competency refers to knowledge of concept/skills/language system and the ability to communicate this knowledge effectively and in ways appropriate to the learner and type of course being delivered. Glossary of education (2010) defines teacher competency an explicit, demonstrable knowledge and skills necessary for performing the role of teacher.

Thus, 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.

Barr (1961) defines ‘one finds various terms used to designate or describe the successful teacher’. Generally the word ‘competency’ is used. One will note to that the terms are sometimes applied to teacher as Teacher Professional Competency and sometimes in the teacher behavior as in the teaching competency.

### **1.2.1 Classification of Teaching Competency**

Teaching competency can be classified on the basis of teachers’ functions as follows:

- **Management Functions:** During planning the learning activities in the classroom, the teacher is often required to play a managerial role which includes motivation of students, organization of the learning group, classroom management (control and discipline) and evaluation of the learners.

- Instructional function: The instructional side of a teacher's role includes different presentations and communication skills like lecturing, questioning, explaining, dramatizing, using audiovisual aids, etc.

Teaching Competencies, according to the National Council for Teacher Education (NCTE) are as follows:

- Contextual Competencies
- Conceptual Competencies
- Content Competencies
- Transactional Competencies
- Competencies Related to other Educational Activities
- Evaluation Competencies
- Management Competencies
- Competencies Related to working with Parents
- Competencies related to working with Community and other Agencies

### **1.2.2 Components of teaching competency**

- **Knowledge of Subject Matter:** Adequate knowledge in the content areas would be essential for any teacher to perform competently. The acquisition of knowledge and understanding of any subject would not be just a matter of collecting facts and information about the subject, but the teacher should acquire the knowledge as the characteristics of that particular discipline.
- **Planning:** Teachers' planning refers to that aspect of teaching where teachers prepare a course of action. It is an activity that is typically carried out in the absence of students and before the actual teaching. Teachers' plans, those serve as 'scripts' (whether they are

done on paper or in one's mind), include decisions on what to teach and what type of methodology will be used to teach the chosen content.

- **Motivation:** Even when the plan is good, an important function of the teacher in implementing it is to motivate the students. There are several ways in which one can achieve this by giving students meaningful, relevant and interesting things to do; by adopting a positive attitude towards learners (praising and encouraging the positive efforts by learners will help to keep up motivation); by giving encouraging feedback to their responses to oral questions or written assignments; by involving learners in the classroom activities that demand inter-student communication and co-operative efforts on their part; by linking the day's lesson with that of the next and also (if possible) to other subjects by drawing from their past experiences and proceeding at a pace that is most suitable to them; by building into the tasks, some amount of flexibility, so that learners with varying abilities and experiences find them challenging enough even while, not frustrating their efforts.
- **Presentation and Communication:** After ensuring the students' interest in the learning, a teacher in the classroom is to transact with the students in the context of a specific subject matter. The teacher is expected to communicate with the students in a number of ways so that the learners attain various types of learning outcomes. In order to achieve this effectively, the teacher may have to manifest various types of skills including lecturing, explaining, eliciting through questions, conducting discussion, dramatizing, reading, demonstrating; using audio-visual aids, etc. all these may be categorized into skills for effective presentation and communication in the instructional situation.
- **Classroom Management and Discipline:** Instructional process in the class can go on effectively only when there is a healthy and conducive climate in the class. Thus, classroom management becomes a very important function of a teacher. The teacher has

to possess various skills which would help him in classroom management. These skills are so important that, unless a teacher possesses these to a reasonable extent, he/she will not even be able to stand up or stay for a while in a class to manifest his presentation or evaluative skills.

- **Evaluation:** Evaluation of the students' achievement of a pre-specified objective is part and parcel of a teacher's function, what would these evaluation skills include? Preparing question papers? Taking viva voce? Yes, all these are included in the evaluation process. But these are only a part of the total evaluation function of a teacher. He has to observe the students in many different situations in order to judge the extent to which the expected terminal behaviors have been actually achieved by them. This includes so many activities. Hence, the teacher has to select the suitable techniques and tools for measurement according to what he would like to measure. Once the tools are decided on, one has to set about measuring the concerned behavior. This would give the actual achievement of the terminal behavior. A teacher should compare the actual terminal behavior of the students with their expected behavior. This helps him to judge the extent to which the expected terminal behavior has been achieved. The gap between the two indicates the areas in which the students have not learnt. The teacher should make use of this feedback to improve his teaching as well as to provide the necessary remedial help to the students.

### 1.3 Spiritual Intelligence

Spiritual Intelligence consists of two words: Spiritual and Intelligence. In order to understand its complete meaning, we should clear the meaning of these two used words.

**Spiritual:** To be 'spiritual' is to think, act and interact from an awareness of self as spirit not form, soul not body. Most of us are taught to believe we are our physical forms, and so we identify with our body or the labels we give to our bodies such as nationality, race, gender, profession etc. This wrong sense of self is what creates all fear, anger and sadness in



life. From a spiritual point of view these emotions are always the result of ego (misidentification), which then blocks access to your true spiritual nature which is peaceful, loving and joyful.

**Intelligence:** Intelligence is to use what you know in the right way at the right time in the right place with the right intention. As, if you ‘know’ yourself as a spiritual being you will also ‘know’ that you do not own or possess anything. When something in your life is damaged or lost, it does not affect you in any way – you are able to use your spiritual power to accept and move on. If someone praises the clothes you wear, or insults you in any way or comments negatively about your looks, you are NOT affected because you ‘know’ that your real beauty lies within your character, within your nature, which no one can ever take away. In that moment you draw on the inner power of that knowledge and use it to remain stable in the face of others negativity. In effect you are drawing on your spiritual strength which is only released when you know who and what you are, and then using that strength in the right way, in the right place at the right time.

### **1.3.1 Difference between Spirituality and Spiritual Intelligence**

**Spirituality:** Spirituality is to ‘know’ who you are and Spiritual Intelligence is to ‘realize’ who you are and to live life in that awareness. You have always been who you are and, in truth, you can never be other than who you are, but it requires ‘realization’ i.e. that moment when you ‘see it’, when you ‘get it’ and then you ‘be it’. Spirituality is the knowledge of yourself as spirit/soul, and the understanding of your highest spiritual qualities and attributes, which are love, peace, purity and bliss. Spiritual Intelligence is the expression of these innate spiritual qualities through your thoughts, attitudes and behaviors. Being spiritual means the ego has dissolved, virtue has been restored to character and spiritual values connect your inner and outer worlds (thought to action). It is the ability to see every other human being as soul/spirit, and thereby transcend all the false identities of race, color,

gender, nationality, profession and religion. It is in this awareness that we are then able to recognize and connect with the Supreme Power.

**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.

Zohar and Marshall (2000) regarded spiritual intelligence as more complete compared to (EI) Emotional Intelligence because other than being based on the emotions itself, spiritual intelligence is also based on human spirituality. Thus, spiritual intelligence is seen as the platform needed to operate human's brain and emotions effectively. This means that by having a high spiritual intelligence, one could control his or her emotions well and later influence good thinking towards certain individuals.

Rogers (2003) and Yang, (2006) define spiritual intelligence as the ability to construct meaning through intuitively seeing interconnectedness between life-world experiences and the inner spheres of the individual psyche.

According to Stephen Covey (2004) Spiritual intelligence is the central and most fundamental of all the intelligences, because it becomes the sources of guidance for the others.

According to Wolman (2001), "Spiritual intelligence is the human capacity to ask ultimate questions about the meaning of life and to experience simultaneously the seamless connection between each of us and the world in which we live".

According to Wigglesworth (2002) Spiritual intelligence is the ability of individual to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation.

According to Vaughan (2002), "Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship with being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions and an 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. Spiritual intelligence, then, is more than individual mental ability. It appears to connect the personal to the transpersonal and the self to spirit. It 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.” As a psychotherapist, he further explains that “spiritual intelligence opens the heart, illuminates the mind, and inspires the soul, connecting the individual human psyche to the underlying ground of being. Spiritual intelligence can be developed with practice and can help a person distinguish reality from illusion. It may be expressed in any culture as love, wisdom, and service.”

According to Dincer (2007), spiritual intelligence prepares a person to develop self-esteem, wholeness, perfection, goal and ambitions. Dincer believes teachers having higher spiritual intelligence are able to help students from various age groups to experience self-respect and creativity in their life.

Royes (2005) presented a theoretical framework titled "Spirit Wave", as a process of holistic education in his study on “Spirit wave: A model of holistic change” at the University of Toronto, Canada. On the basis of the works of Rudolf Steiner and Jiddu Krishnamurti, Royes laid claim on the following issues: Through inner work on the self, one develops spiritual intelligence, with the ultimate goal of becoming a fully realized holistic being. In the ‘Spirit Wave model’ of holistic change, one is developing Self-knowledge so that she/he may interact with the world in selfless service to ‘Self’, which she/he is; in his model he stressed on “I am the driver of my self-development, meditation is the vehicle, spiritual intelligence is

the pilot, Self-realization is the direction, the inner road is the path, total freedom is the destination, and arrival is characterized by the feeling of ecstasy, with the beginning and ending of this journey being in the present.”

Another model of spiritual intelligence was proposed by King (2008) in the study “Rethinking claims of spiritual intelligence: A definition, model, and measure”. He proposed a four-factor model of SI; i.e., supportive evidences were identified for the capacities of critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion. He constructed a spiritual intelligence measure, ‘SI Self-Report Inventory (SISRI-24)’, which displayed an excellent internal reliability and good fit to the proposed four-factor model of SI. Mainly based on the current psychometric standards, findings validated the proposed model to measure spiritual intelligence. Spiritual Intelligence is defined as a set of adaptive mental capacities which are based on nonmaterial and transcendent aspects of reality, specifically those which are related to the nature of one’s existence, personal meaning, transcendence, and expanded states of consciousness. When applied, these processes are adaptive in their ability to facilitate unique means of problem-solving, abstract-reasoning, and coping. An extensive literature review suggests four main components of spiritual intelligence:

- **Critical Existential Thinking:** The capacity to critically contemplate meaning, purpose, and other existential/metaphysical issues (e.g., existence, reality, death, the universe); and to come to original existential conclusions or philosophies; also the capacity to contemplate non-existential issues in relation to one’s existence (i.e., from an existential perspective).
- **Personal Meaning Production:** The ability to derive personal meaning and purpose from all physical & mental experiences, including the capacity to create and master (i.e., live according to) a life purpose.

- **Transcendental Awareness:** The capacity to identify transcendent dimensions/patterns of the self (i.e., a transpersonal or transcendent self), of others, and of the physical world (e.g., holism, non-materialism) during normal states of consciousness, accompanied by the capacity to identify their relationship to one's self and to the physical.
- **Conscious State Expansion:** The ability to enter and exit higher/spiritual states of consciousness (e.g. pure consciousness, cosmic consciousness, unity, oneness) at one's own discretion (as in deep contemplation or reflection, meditation, prayer, etc.).

According to Lynton and Thogersen (2009), People who are spiritually intelligent have five characteristics which are as follows:

- They are hard-working.
- They love what they do and they gain energy from that passion.
- They know and use their values.
- They have a keen awareness of and respect for their cultural roots.
- They do good.

### 1.3.2 Enhancement of spiritual intelligence

According to Zohar & Marshall (2000), the indications of the highly developed SI include the capacity to be flexible (actively and spontaneously adaptive), a high degree of self-awareness, a capacity to face and use suffering, a capacity to face and transcend pain, the quality of being inspired by vision and values, a reluctance to cause unnecessary harm to anybody /others, a tendency to see the connections between diverse things (being holistic), a marked tendency to ask, 'Why? or What if...?' questions and to seek fundamental answers, and being what psychologists call 'field-independent'– possessing a facility for working against convention. A person with high spiritual intelligence is likely to be a 'servant leader', who takes responsibility on her/his own to bring higher vision and value to others and who

allows them to use her/him or inspire them. Some of the well known servant leaders such as Raama, Krishna, Buddha, Moses, Jesus, Mohammed, Vivekananda, Mahatma Gandhi, Mother Theresa, Nelson Mandela, Dalai Lama, etc., must have been definitely possessing very high SI. Zohar & Marshall (2000) have suggested six major paths to attain higher SI which are as follow:

- **The Path of Duty:** The path of duty is about belonging to, cooperating with, contributing to, and being nurtured by the community. The central belief in this path points out to the sacred covenant between God and human beings. To receive blessings from God, human beings have to perform his/her duties and do things in an acceptable way. People who naturally walk by the path of duty will be tidy, obedient, methodical and traditional. A spiritually intelligent human will walk the path of duty with an attitude ‘I want to belong to my group’, ‘I have to make an inner commitment towards it’, ‘I feel loyalty to my group, I serve its interests, I honour its codes and rituals. I love it.’ Mahatma Gandhi can be considered as a man who walked this path. His belief in ‘work is worship’ substantiates this.
- **The Path of Nurturing:** The path of nurturing implies especially growing under the care of parents, teachers, nurses, therapists, counselors, social workers and saints and this path is about loving, protecting and making fertile. The central belief in this path is ‘The Great Mother’. Spiritually intelligent people walking the path of nurturing will be more open to the person or people with whom they are in a caring relationship. They will be receptive and listen well with their true selves. They will be spontaneous. Spiritually dumb people walking this path are stuck at the ego level of love. They lack a wider perspective to include the genuine needs or beings of the others. They will be self-centered, and will not be included in something larger than themselves. Spiritually intelligent parents will

nurture their children by providing a fertile soil and space in which children can grow beyond parents.

- **The Path of Knowledge:** The path of knowledge ranges from understanding general practical problems through the deepest philosophical quest for truth to the spiritual quest for knowledge of God and all His ways, and to the ultimate union with Him through knowing. Spiritually intelligent people walking the path of knowledge will be motivated by a love of learning and/or having a deep need to understand about the soul, conveyed through the insights of literature, art, poetry and great science, and felt as intense experience. One of the spiritually dumb ways to walk the path of knowledge is to be preoccupied with some tiny piece of knowledge or isolated intellectual problem. Such people will have an intense passion about their work, but will be chained in service to the minuscule and it keeps them far away from a deeper understanding of wider life and true reality. A natural progression towards higher spiritual intelligence leads from reflection, through understanding, to wisdom. Archimedes is one of the walkers through the path of knowledge, and he engaged deeply with the world around or within him.
- **The Path of Personal Transformation:** The essence of the psychological and spiritual task facing those who walk the path of transformation is personal and transpersonal integration. i.e. we must explore the heights and depths of ourselves and weld the disparate parts of our fragmented selves into an independent, whole person. The central belief of this path is symbolized as the Journey to another great world. In the journey, there is a desperate sense of something being sought and of the necessity of sacrifice. Two distinct kinds of art can result from these quests or journeys – personal or transpersonal arts. The motivating energy to walk in this path is Freud's life emotions, with those who are eccentric, or different from crowd, with those who often have a battle for their sanity. Spiritually dumb persons who walk this path are people who produce



sterile form divorced from vitality. Such people will be unwilling or unable to face conflicts. Fear or avoidance of conflicts is a turning away from SI, while the willingness to face and resolve conflicts is a turning towards it. i.e. The Path of Brotherhood

- **The path of brotherhood:** One of the most spiritually advanced paths to walk in life. The whole world is one family “VASUDAIVA KUTUMBAKAM”. The path of brotherhood is to see a connection between themselves and all other beings. Spiritually intelligent people who walk this path would fight and even gladly die for what they see justice. They love their fellow beings and will be ready to serve them. This path is rooted in the transpersonal reality of those parts of the soul that never dies those parts of the self that transcend the personal ego. Spiritually dumb people walking this path will be interested in their own unchallenging practical pursuits, making no efforts to communicate or empathies with others, emotionally lazy. To walk in the path of brotherhood, one must feel dissatisfaction in her/his own narrow interests. She/he must want to be different and must broaden her/himself to belong to a larger and more diverse group.
- **The Path of Servant Leadership, rather than leader as a boss:** The servant leaders are those who serve humanity by creating new ways for people to relate to each other. They put the welfare of the society above their own welfare and take the society in new directions. Servant leadership is the highest of spiritual paths. A servant leader must submit himself to the highest force imaginable. The energy or motivating factor to walk in this path is power. The uses, misuses and abuses of power classify an individual as spiritually intelligent or spiritually dumb. Spiritually dumb persons walking this path use the power for their own good. Spiritually intelligent servant leaders create new vision and bring new possibilities into being. They make things happen that others have felt impossible. A great servant leader serves nothing less than ‘God’.

Zohar & Marshall (2000) have also given following seven steps to accomplish higher levels of Spiritual Intelligence:

- Become aware of where I am now.
- Feel strongly that I want to change.
- Reflect on what my own centre is and on what are my deepest motivations.
- Discover and dissolve obstacles.
- Explore many possibilities to go forward
- Commit myself to a path.
- Remain aware there are many paths.

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.

#### **1.4 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.

### **1.5 Statement of the Problem**

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

### **1.6 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.

### **1.7 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

### **1.8 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.

## **1.9 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.

## CHAPTER – II

### REVIEW OF THE RELATED LITERATURE

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#### 2.0 Introduction

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Subedi et al. (2011)** conducted a study in U.S.A. on 6,184 students and 253 mathematics teachers from middle schools. The results shows significant positive effects of mathematics content-area certification, teacher experience and the interaction effects of content-area certification on students' scores. The results of this study showed that the teacher quality, teacher experience and interaction effects associated with these predictors, were important factors in predicting mathematics gain scores. Study also revealed that school level factors were relatively less important for measuring Teacher Effectiveness. They further indicated that effective teachers show more emotional intelligence, strong grasp of subject matter, use of systematic instruction techniques, high expectations of students and themselves, comfortable interactions with others, good management skills, accessibility to students outside the class as compared to ineffective teachers.

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



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

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

**Dakshinamurthy (2010)** carried out a study to examine the effect of Teachers' Personality, Teachers' Attitude towards Profession and Teachers' Teaching Effectiveness on Academic Achievement in social science. Teachers from 150 secondary schools were selected from Dharwad district of the Karnataka State. Results revealed that the teachers with introversion personality type were higher on the Academic Achievement of students in social science than the teachers with extroversion type of personality. The teachers with favorable attitudes towards Profession influenced more on the Academic Achievement of students in social science than the teachers with unfavorable attitudes towards Profession. The teachers with effective teaching were found higher on the Academic Achievement of students in social science than the teachers with ineffective teaching.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Vibha (2008)** studied on relationship between Nonverbal Classroom Communications and Teaching Effectiveness on a sample of 75 pupil teachers representing various faculties of Dayalbagh Education Institute, Agra. She reported that the Nonverbal Classroom Communication ability is not homogeneous in pupil teachers. Overall Nonverbal Classroom Communication of the pupil teachers was found to be above average. Most of the pupil teachers pay more attention to keep proper eye contact and proper paralanguage in classroom teaching. Pupil teachers do not pay proper attention towards creating artifacts and use of haptics in their classroom teaching. B.Ed. trainees in large number were moderately effective. The study revealed that Nonverbal Classroom Communication behavior of pupil teachers was highly positively correlated with Teaching Effectiveness. There was significant difference between the mean scores of gesture, eye contact, posture, kinesics and paralanguage of highly effective pupil teachers and less effective pupil teachers.

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

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

**Roul (2007)** investigated the Teacher Effectiveness and Organizational Climate of autonomous and non-autonomous college teachers. The sample consisted of three general autonomous colleges and three non-autonomous colleges of Orissa. As many as 7 departments and 7 teachers from each department were selected, on random basis. Tools used

are Teacher Effectiveness Scale by P. Kumar and D.N. Mutha, Organizational Climate Description Questionnaire (OCDQ) by Sharma and Teachers Rating scale. There was a significant difference between autonomous college teachers and non autonomous college teachers on Teacher Effectiveness. Autonomous college teachers were found more effective than non-autonomous college teachers. Male teachers of autonomous colleges were found more effective than the male teachers of non-autonomous colleges. Female teachers of autonomous colleges were more effective than the female teachers of non-autonomous colleges. Autonomous college teacher were found more effective Organizational Climate than the non-autonomous college teachers. Combined effect of type of college and Organizational Climate did not produce significant effect on Teacher Effectiveness.

**Sridhar and Badiei (2007)** examined Teacher Efficacy and Emotional Intelligence of 100 primary school teachers of urban district in south Mysore. Teacher Efficacy Scale (TES) and Emotional Intelligence Test were used for data collection. It was found from the study that the levels of Teacher Efficacy and Emotional Intelligence of primary school teachers were placed under moderate category; a high level of both Teacher Efficacy and Emotional Intelligence would be correlated with student achievements, Job Satisfaction, teachers' willingness to implement innovation, effective teaching. It was also concluded that younger teachers had the highest Teaching Efficacy which declined slightly with age.

**Bansibihari and Surwade (2006)** compared Teacher Effectiveness of emotionally mature group with that of emotionally immature group. The sample consisted of 180 male and 175 female belonging to secondary schools of Navapur and Dhule cities of North Maharashtra. Emotional Maturity Scale by Bhargava and Sigh; and Teachers Effectiveness Scale by P. Kumar and D.N. Mutha were used for data collection. Results of the study indicated that emotionally more mature teachers were more effective than their counterparts.



There was no sex difference in emotionally mature group with respect to Teacher Effectiveness.

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

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

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

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

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

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

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

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

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

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

**Srivastava (2005)** studied Teacher Effectiveness of upper primary school teachers of different age groups. The sample comprised of 110 male and 128 female teachers working in the upper primary schools at urban location situated in Tehri Garhwal district. The data was collected by using teacher- effectiveness scale of P. Kumar and D.N. Mutha. The findings of the study revealed that the Teacher Effectiveness of male teachers dilutes with their increasing age. The Teacher Effectiveness of female teachers increased to some extent with their increasing age. The age variable did not produce a significant impact on teachers effectiveness. The male and female teachers did not differ significantly with one another at different age level. Thus, age was a mild determinant of Teacher Effectiveness.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

#### 3.0 Introduction

In Research Methodology, a researcher always tries to search the given question systematically in his/ her own way and find out all the answers till conclusion. If researcher does not work systematically on problem, there would be less possibility to find out the final result. For finding or exploring research questions, a researcher faces lot of problems that can be resolved effectively by using correct research methodology (Industrial Research Institute, 2010).

Research is a systematic effort in which research design is planned, structure and strategy of investigation conceived so as to obtain answers to the research questions. The major responsibility of the investigator is to devise research design capable of providing the information necessary for the solution of the problem. It constitutes the blue print for collection, measurement and analysis of the data. In other words, strategy implies how the research objectives will be achieved and how the problems encountered in the research will be tackled. The first and most important requisite in any research is data. Data are like raw materials, without which no study could be conducted and hence, production in research is not possible. For collection of data, the investigator has to set up the design, describe the sampling method, the population and the sample, the tools used for collection of data, the reliability and validity of the tools used, the method adopted and the procedure employed in tabulation and organization of the data.

Keeping the above facts in view, the researcher felt it essential to explain the procedure used for the study and the technique used for collecting the data of this research study. Thus, this chapter is devoted to discuss these steps as follows:

- Research method

- Population and sample
- Tools used
- Procedure of data collection
- Statistical techniques used

### **3.1 Research Method**

The research method is the gateway of success in any research process. The decision about the research method depends upon the nature of the research problem selected and the kind of the data necessary to achieve the objectives. In general practice, the following research methods have been accepted in the field of educational research:

- The Historical Method
- The Descriptive (Survey) Method
- The experimental Method
- The Philosophical Method

Selection of research method depends upon the purpose of the study. The purpose and the nature of the research problem play an important role in the selection of a research method and its execution

#### **3.1.1 Descriptive (Survey) 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.

Descriptive (Survey) studies collect three types of information:

- What exists by studying and analyzing important aspects of present situation

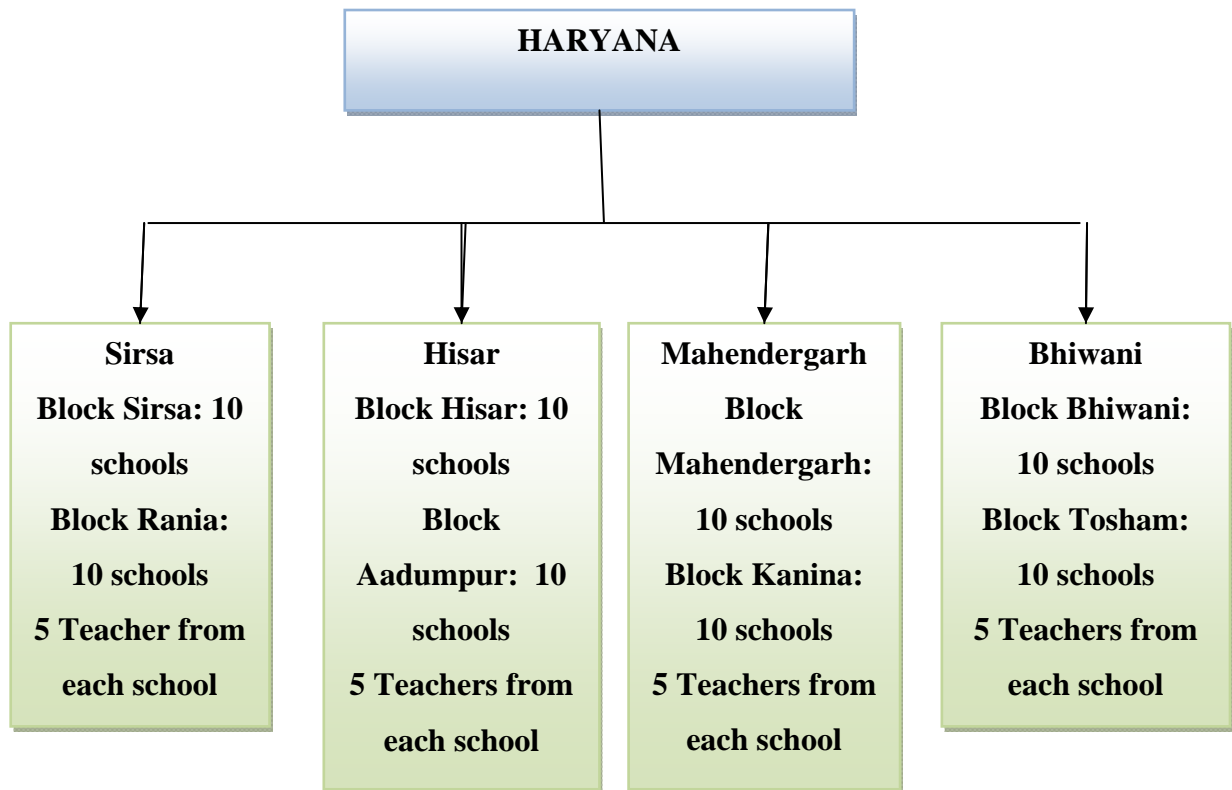
- What we want by clarifying goals and objectives possibly through a study of the conditions existing elsewhere or what experts otherwise consider to be desirable
- How to get there through discovering the possible means of achieving the goals on the basis of the experiences of others or the opinion of experts

It involves some types of comparisons or contrasts between existing variables. The present study is a co-relational research because it attempts to discover relationships between teacher effectiveness with teaching competency and spiritual intelligence.

### **3.2 Population and Sample**

Research need patience, hard work, time and the subjects related to the research work. Because all of the characteristics of accuracy these objects are difficult to measure. To overcome these problems, every investigator has to include the whole population for the investigation. To study whole population, thousands of researchers, much time and money etc are required. Relatively all number of individuals are related and analyzed in order to find out something about entire population from which they have been selected through sampling. Through appropriate sampling techniques, it is possible to draw a representative sample from population, so that findings can safely be extended to target population. Investigator in the present study has taken such steps necessary to see that sampled population was representative of the target population. 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. Stages of sampling technique are presented in figure 3.1.



**Figure 3.1** Various Stages of Sampling

**Table 3.1: 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



**Table 3.2: 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 than 15 years	Government	75	89
	Private	14	
	Male	49	89
	Female	40	
	Rural	36	89
	Urban	53	

### 3.3 Tools Used

The aim of study as mentioned in the first chapter required the collection of relevant data through standardized tools on the variables of teacher effectiveness, teaching competency and spiritual intelligence, The tools used for this purpose are as under:

- Teacher Effectiveness Scale by Umme Kulsum (2011)

- General Teaching Competency Scale by B. K. Passi and M.S. Lalitha (2011)
- The Spiritual Intelligence Self Report Inventory (S1SRI) by D.B. King (2008)

### **3.3.1 Teacher Effectiveness Scale**

For assessing teacher effectiveness, 'Teacher Effectiveness Scale' (2011) developed and standardized by Umme Kulsun was used. This scale is a self anchoring striving scale constructed on the lines of self- anchoring striving scale of Kilpatrik and Cantril (1960). The rationale behind choosing the self anchoring scale technique for the purpose of study was to assess the general as well as the educational aspirations. It is further added that conceptualism of the top and bottom anchoring points with the help of the picture of a ladder that was quite familiar to the teachers, was thought to be much easier and meaningful. This self anchoring striving scale based on first person approach was thought to be more empirical. It didn't involve any rigidity, predefined dimensions, verbal categories, prepared phrases or sentences. The data collected through the scale was psychologically as well as directly comparable i.e. the scale level selected by one person or a group can be specifically and meaningfully said to be higher, lower or equal to the scale level of some other individual or group because the frames of reference of the replies would in fact be similar psychologically. The facts of the scale were easily understood by the teachers and their effectiveness would be elicited accordingly, was realized to be true in the subsequent try-out of the scale.

#### **3.3.1.1 Areas of the Scale**

The investigation in the perspective examined the areas (variables) worth being included in the tool. The tool should be objective, comprehensive measuring content validity, easily amendable for administrator and acceptable to the respondent. Hence, one has to think about teacher effectiveness in terms of his characteristics (personality, attitudes etc.), process (teacher pupil interaction etc.) and production variables (outcomes of teaching learning process), Five areas were used *viz.* Preparation and Planning for Teaching, Classroom Management, Knowledge of Subject Matter, its Delivery and Presentation, Teacher

Characteristics and Interpersonal Relations. These areas cover all the functions of a teacher and hence have the merit of adequate conceptual framework and content validity. A brief description of these five areas is given below:

- **Preparation and Planning for Teaching:** This area includes the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source materials.
- **Classroom Management:** This area includes the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching-learning process and also to maintain discipline in the classroom within the framework of a democratic set-up.
- **Knowledge of Subject Matter; its Delivery and Presentation including B. B. (Black board) Summary:** This area includes the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she is dealing within the classroom situations. Delivery of course contents and its presentation including Black Board summary constitute essential aspect of the teaching-learning process.
- **Teacher Characteristics:** This area refers to the personality make-up of teachers and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse a perceptive mass and seeking active participation of pupils constitute essential demand characteristics of effective teacher.
- **Interpersonal Relations:** The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession form the basis to this area.

### 3.3.1.2 Scoring of Statements

Seventy statements were randomized and were provided with standard directions and administered on a sample of 396 secondary school teachers of Bangalore city; selected by two stage stratified proportionate random sampling design. Each respondent was asked to

indicate his/her effectiveness as described by 70 statements in terms of the step number for the two time - dimensions namely 'now' (present) and 'in the next three years' (future) was the same as frame of reference for the 'present' 'now' effectiveness. Hence, the step number given for each statement for the present dimensions was taken as the score of the effectiveness of a respondent. Total score of respondent could range from 0 to 700.

### 3.3.1.3 Selection of Statements

After scoring, the 370 protocols were arranged in ascending order based on the total score obtained by each respondent. The top hundred protocols (the top 27%) and the bottom 100 protocols (bottom 27%) were taken to form the upper and the lower criterion groups. As suggested by Edwards (1969), 't' value for all the 70 statements were calculated, and only those statements in the final form of the scale were retained with t-value equal to or greater than 1.75 of the 70 statements, 10 statements were eliminated which were not significant based on the obtained 't' value. Hence, 60 items were included in the final form of the scale. The final 60 statements belonging to the different areas of the scale after item analysis are presented in table 3.3.

**Table 3.3: The Total Number of Item with their Serial Numbers and their Distribution over Different Areas and Dimensions**

Area/ dimensions	Serial numbers of items in the final scale	Total no of items
Preparation for Teaching and Planning	2, 6, 11, 23, 27, 33, 37, 44, 49, 54, 58	11
Classroom Management	3, 7, 12, 16, 20, 24, 28, 38, 45, 50, 51, 55, 56, 59	14
Knowledge of Subject Matter etc	1, 8, 14, 17, 29, 39, 46	7
Teacher Characteristics	4, 9, 13, 18, 21, 25, 30, 31, 34, 35, 36, 40, 41, 47, 48, 52, 57	17
Interpersonal Relations	5, 10, 15, 19, 22, 26, 32, 42, 43, 53, 60	11
	Total	60

#### **3.3.1.4 Instruction for Administering the Scale**

The scale is self administrable. To ensure careful understanding of the instructions, proper Instructions need to be given by the testers beside the individual reading them. There is no time limit and there are no right or wrong responses. Hence, the respondents are quite free to express their responses as they perceive, keeping in view the maximum possible effectiveness (Most) of teachers and the least possible effectiveness (Least) of teachers as frame of reference for individual rating.

#### **3.3.1.5 Scoring Procedure**

Each item elicits two responses; (1) step number on Now, and (2) step number aspiring to attain in the next three years, The time dimension of these next three years was to score as a frame of reference for the 'now' (present) effectiveness, hence the step number given for each item for present time was taken as the score of the effectiveness of each of the response teacher. Total score of the respondent ranges from 0 to 600.

#### **3.3.1.6 Reliability**

Reliability refers to the consistency of measurement, i.e. how consistent scores are from one measurement to another. A test must be reliable, as it must have the ability to consistently yield the same results when repeated measurements are taken of the same individual under the same conditions. It is this consistency of the scores obtained by the same person when re-examined with the same test on different occasions.

#### **3.3.1.7 Split-Half Method**

In this, test is divided into two equal halves and the scores of the half of the items are correlated with the scores of the other half. From the reliability of the half test, the self-correlation of the whole test is then estimated by Spearman-Brown Prophecy formula. The split-half reliability index of the scale  $X_{tt}$  is 0.82.

### 3.3.1.8 Test-Retest Method

In this, the same test is re-administered shortly after the first administration and the two sets of scores are correlated to obtain the reliability of the test. Test-retest reliability coefficient after the interval of 16 days was found to be 0.63 on a sample of 180 secondary school teachers. After applying the Spearman Brown Prophecy formula, the reliability coefficient went up to 0.94.

**Table 3.4: Reliability of Teacher Effectiveness Scale**

Sr. No	Reliability	Co-efficient of Correlation (r)	Reliability Index
1	Split half reliability	0.68	$X_{tt} = 0.82$
2	Test-retest reliability	0.63	$X_{tt} = 0.79$

### 3.3.1.9 Validity

Validity refers to the extent to which the results of an evaluation instrument or procedure serve the particular uses for which they are intended. No test can have usefulness unless it has validity. Validity relates to the question what does the test measure? To find out the criterion-related validity the correlation between the total score of the scale and total score of the effectiveness scale had also been found. The co-efficient of correlation between each of the areas of the Rating Scale and the Teacher Effectiveness Scale was high and they range between 0.57 and 0.78. The correlation between the total score of rating scale was 0.85. These values indicated that teacher effectiveness scale had high criterion-related validity. Beside this, based on the protocols of 180 teachers have been separated to form two groups, i.e. effective and ineffective teachers. The obtained 't' value obtained 9.9 was significant beyond 0.001 level of probability indicates that the scale has differentiated the effective teachers from ineffective teachers. This measure of scale indicates that it is valid and is measuring what it is supposed to measure.

### 3.3.2 General Teaching Competency Scale

For the assessment of teaching competency, Teaching Competency Scale (GTCS, 2011) was used. There are 21 items related to 21 teaching skills which encompass the entire teaching—learning process in the classroom. They are related to five major aspect of classroom teaching, namely, Planning, Presentation, Closing, Evaluation and Managerial.

The items are such that they are centred on teacher classroom behaviour in relation to pupil behaviour. It is a 7 point rating scale measuring the use of the skill by the teacher in the classroom corresponding to each item ranging from ‘1’, for ‘Not at All’ to ‘7’ for ‘Very Much’.

**Table 3.5: Distribution of Items in Different Classification of Teaching Skills**

Sr. No.	Category	Serial-wise Item No.	Total
1	Planning (Pre-instructional)	1, 2, 3, 4	4
2	Presentation (Instructional)	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	11
3	Closing	16, 17	2
4	Evaluation	18, 19	2
5	Managerial	20,21	2
Total			21

The various teaching skills included are related to objectives of the lesson, content selecting, content organisation, selection of audio-visual materials (Planning skills) introducing the lesson, fluency of questions, use of probing questions, explaining, illustrating with examples, stimulus variation, use of silence and non-verbal cues, increasing pupil participation (items 12 and 14), pacing use of blackboard (presentation skills); achieving closure, giving assignment (closing skills), classroom evaluation, diagnosis of pupil difficulties (evaluation skills), recognizing attending behaviour and maintaining classroom discipline (managerial skills).

### **3.3.2.1 Procedure for Use**

The GTC scale is generally used for measuring teaching competency of a teacher individually by a reliable observer or a group of reliable observers making direct observations of his classroom behaviour for the entire teaching period.

As the teacher teaches, the observer sits at the back for observation. At the end of the teaching period, he gives his ratings on the GTC scale against all the items. To facilitate this process, he may either mark frequencies or write verbal descriptions against each item which help him in giving ratings more objectively.

### **3.3.2.2 Scoring Procedure**

The sum of the ratings against all the 21 items constitutes the score on General Teaching Competency (GTC Score) of the teacher being observed. The maximum score possible is 147 and the minimum is 21.

These ratings are - 1 score for 'Not at All', 2 score for 'Low', 3 score for 'Below Average', 4 score for 'Average', 5 score for 'Above Average', 6 score for 'High' and 7 score for 'Very Much' in the use of classroom skill by the teacher.

### **3.3.2.3 Reliability of the Scale**

Since GTC scale is an observation tool, the more appropriate type of reliability is the inter-observer reliability. This scale has been used for doctoral research (Joshi, 1977; Passi, 1977) and the reported inter-observer reliability coefficients range from 0.85 to 0.91. Inter-observer reliability can be better established when the observers train themselves for using the GTC scale.



#### 3.3.2.4 Validity of the Scale

The scale has factorial validity. Scott's coefficient of inter-observer ranging from 0.78 to 0.82.

#### 3.3.3 The Spiritual Intelligence Self-Report Inventory (SISRI-24)

In the current model, spiritual intelligence is defined as a set of mental capacities which contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states (King, 2008). King, D. B. (2008) proposes four core abilities or capacities of spiritual intelligence:

- **Critical Existential Thinking:** The capacity to critically contemplate the nature of existence, reality, the universe, space, time, and other existential/metaphysical issues; also the capacity to contemplate non-existential issues in relation to one's existence (i.e., from an existential perspective).
- **Personal Meaning Production:** The ability to derive personal meaning and purpose from all physical and mental experiences, including the capacity to create and master a life purpose.
- **Transcendental Awareness:** The capacity to identify transcendent dimensions/patterns of the self (i.e., a transpersonal or transcendent self), of others, and of the physical world (e.g., non-materialism) during normal states of consciousness, accompanied by the capacity to identify their relationship to one's self and to the physical.
- **Conscious State Expansion:** The ability to enter and exit higher states of consciousness (e.g. pure consciousness, cosmic consciousness, unity, and oneness) and other states of trance at one's own discretion (as in deep contemplation, meditation, prayer, etc.).

**Table 3.6: Item Numbers for Different Aspects of Spiritual Intelligence Self Report Inventory (SISRI-24)**

<b>Sr. No.</b>	<b>Factors/ Subscales</b>	<b>Sum Items</b>	<b>Total items</b>	<b>Score Range</b>
1.	Critical Existential Thinking (CET)	1, 3, 5, 9, 13, 17, 21	7	0-28
2.	Personal Meaning Production (PMP)	7, 11, 15, 19, 23	5	0-20
3.	Transcendental Awareness (TA)	2, 6*, 10, 14, 18, 20, 22	7	0-28
4.	Conscious State Expansion (CSE)	4, 8, 12, 16, 24	5	0-20

\*Reserve Coding: For item no 6 response must be reversed prior to summing scores. Higher scores represent higher levels of spiritual intelligence and/or each capacity.

### **3.3.3.2 Scoring Procedures**

Based on redundancy, high residual correlations, and cross-loadings, 18 items were removed from the SISRI, leaving a final pool of 24 items. Each item in the scale has five possible responses viz. 0- Not at all true for me, 1- Not very true for me, 2- Somewhat true for me, 3- Very true for me, 4- Completely true for me. All items responses or subscale scores (after accounting for reverse-coded item) were summed up. The total scores for twenty four items range from 0 to 96.

### **3.3.3.3 Reliability and Validity**

The Split-half reliability of the inventory is 0.91 and Test-retest reliability with gap of four months is found to be 0.89 for total Spiritual Intelligence Score. To check the validity of the SISRI-24, psychological measures were employed. Inter-subscale correlations were in the moderate-strong range supporting the construct validity, divergent validity and convergent validity overall.

## **3.4 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 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 handling 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.

### **3.5 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.

In this chapter, researcher focused on the research method, sample, tools and statistical techniques used. It has been made clear that standardised tools were used by the investigator for the purpose of collection of data to study the teacher effectiveness of secondary school teachers in relation to teaching competency and spiritual intelligence. After the data collection, the researcher analysed and interpreted the data to find out the result which are discussed in next chapter.

## CHAPTER – IV

### ANALYSIS AND INTERPRETATION OF DATA

#### Section - 1

#### 4.1 Comparison among Different Groups of Secondary School Teachers on Teacher Effectiveness, Teaching Competency and Spiritual Intelligence

In order to find out the difference among different groups on teacher effectiveness, teaching competency and spiritual intelligence, the significance of difference between mean scores of different groups is calculated as given below:

#### Part - A

##### 4.1.1 Comparison among Different Groups of Teacher Effectiveness

This part has been devoted to locate the significant differences, if any, in the teacher effectiveness of secondary school teachers with respect to type of school, gender, locality and teaching experience.

**Table 4.1: Difference between Mean Scores of Government and Private Secondary School Teachers with Regard to Teacher Effectiveness along with its Various Dimensions**

S. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	74.87	7.26	6.86	Significant
	Private		69.89	6.52		
2	Government	Classroom management	92.77	6.80	7.48	Significant
	Private		88.22	5.62		
3	Government	Subject matter	60.89	5.79	2.45	Significant
	Private		62.56	9.01		
4	Government	Teacher characteristics	107.56	8.90	5.59	Significant
	Private		103.59	6.23		
5	Government	Inter-personal relations	72.73	6.52	3.61	Significant
	Private		72.72	6.70		
6	Government	Total teacher effectiveness	408.81	21.50	9.12	Significant
	Private		394.98	21.05		

Government  $N_1 = 200$

Private  $N_2 = 200$

**Planning and preparation :** It can be observed from table 4.1 that mean scores of planning and preparation of government and private secondary school teachers are 74.87 and 69.89 with the respective standard deviations 7.26 and 6.52. The t- value is 6.86 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of government and private secondary school teachers’ is rejected.

**Classroom management :** It can be observed from table 4.1 that mean scores of classroom management of government and private secondary school teachers are 92.77 and 88.22 with the respective standard deviations 6.80 and 5.62. The t- value is 7.48 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of government and private secondary school teachers’ is rejected.

**Subject matter :** It can be observed from table 4.1 that mean scores of subject matter of government and private secondary school teachers are 60.89 and 62.56 with the respective standard deviations 5.79 and 9.01. The t- value is 2.45 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of government and private secondary school teachers’ is rejected.

**Teacher characteristics :** It can be observed from table 4.1 that mean scores of Teacher characteristics of government and private secondary school teachers are 107.56 and 103.59 with the respective standard deviations 8.90 and 6.23. The t- value is 5.59 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of government and private secondary school teachers’ is rejected.

**Inter-personal relations :** It can be observed from table 4.1 that mean scores of Inter-personal relations of government and private secondary school teachers are 72.73 and 72.72 with the respective standard deviations 6.52 and 6.70. The t- value is 3.61 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in Inter-personal relations of government and private secondary school teachers’ is rejected.

**Total teacher effectiveness :** It can be observed from table 4.1 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 408.81 and 394.98 with the respective standard deviations 21.50 and 21.05. The t- value is 9.12 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teacher effectiveness of government and private secondary school teachers’ is rejected.

It may be concluded that teacher effectiveness along with its all five dimensions have a significant difference between government and private secondary school teachers. The mean scores of government secondary school teachers for all dimensions except subject matter was higher which shows that government secondary school teachers are more effective as compared to private secondary school teachers. It is also found that the mean score of private secondary school teachers for subject matter is higher than government secondary school teachers, which means that private secondary school teachers are more effective in subject matter.

**Table 4.2: Difference between mean scores of male and female secondary school teachers with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning and preparation	72.33	8.15	0.15	Not Significant
	Female		72.44	8.45		
2	Male	Classroom management	90.19	6.42	0.96	Not Significant
	Female		90.80	6.15		
3	Male	Subject matter	62.71	8.36	2.89	Significant
	Female		60.74	6.65		
4	Male	Teacher characteristics	106.14	7.74	1.56	Not Significant
	Female		105.02	8.09		
5	Male	Inter-personal relations	72.39	7.13	2.18	Significant
	Female		71.06	6.14		
6	Male	Total teacher effectiveness	403.75	21.84	2.47	Significant
	Female		400.05	22.74		

Male  $N_1 = 200$

Female  $N_2 = 200$

**Planning and preparation :** It can be observed from table 4.2 that mean scores of planning and preparation of male and female secondary school teachers are 72.33 and 72.44 with the respective standard deviations 8.15 and 8.45. The t- value is 0.15 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of male and female secondary school teachers’ is accepted.

**Classroom management :** It can be observed from table 4.2 that mean scores of classroom management of male and female secondary school teachers are 90.19 and 90.80 with



the respective standard deviations 6.42 and 6.15. The t- value is 0.96 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of male and female secondary school teachers’ is accepted.

**Subject matter :** It can be observed from table 4.2 that mean scores of subject matter of male and female secondary school teachers are 62.71 and 60.74 with the respective standard deviations 8.36 and 6.65. The t- value is 2.89 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of male and female secondary school teachers’ is rejected.

**Teacher characteristics :** It can be observed from table 4.2 that mean scores of Teacher characteristics of male and female secondary school teachers are 106.14 and 105.02 with the respective standard deviations 7.74 and 8.09. The t- value is 1.56 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of male and female secondary school teachers’ is accepted.

**Inter-personal relations :** It can be observed from table 4.2 that mean scores of Inter-personal relations of male and female secondary school teachers are 72.39 and 71.06 with the respective standard deviations 7.13 and 6.14. The t- value is 2.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in Inter-personal relations of male and female secondary school teachers’ is rejected.

**Total teacher effectiveness :** It can be observed from table 4.2 that mean scores of Total teacher effectiveness of male and female secondary school teachers are 403.75 and 400.05 with the respective standard deviations 21.84 and 22.74. The t- value is 2.47 which is

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teacher effectiveness of male and female secondary school teachers’ is rejected.

It may be concluded that out of five components of teacher effectiveness, there is a significant difference between male and female secondary school teachers in the subject matter and inter-personal relation whereas there is no significant difference in the planning and preparation, classroom management and teacher characteristics. It is also found that male secondary school teachers are more effective in subject matter and inter-personal relations as compared to female teachers.

**Table 4.3: Difference between mean scores of rural and urban secondary school teachers with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning and preparation	71.12	9.98	3.47	Significant
	Urban		73.64	5.91		
2	Rural	Classroom management	89.65	5.93	2.91	Significant
	Urban		91.33	7.18		
3	Rural	Subject matter	62.94	8.73	3.92	Significant
	Urban		60.50	6.06		
4	Rural	Teacher characteristics	105.82	7.24	0.71	Not Significant
	Urban		105.34	8.56		
5	Rural	Inter-personal relations	71.09	6.61	2.13	Significant
	Urban		72.35	6.69		
6	Rural	Total teacher effectiveness	400.63	22.44	1.75	Not Significant
	Urban		403.16	22.22		

Rural  $N_1 = 200$

Urban  $N_2 = 200$

**Planning and preparation :** It can be observed from table 4.3 that mean scores of planning and preparation of rural and urban secondary school teachers are 71.12 and 73.64 with the respective standard deviations 9.98 and 5.91. The t- value is 3.47 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of rural and urban secondary school teachers’ is rejected.

**Classroom management :** It can be observed from table 4.3 that mean scores of class room management of rural and urban secondary school teachers are 89.65 and 91.33 with the respective standard deviations 5.93 and 7.18. The t- value is 2.91 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of rural and urban secondary school teachers’ is rejected.

**Subject matter :** It can be observed from table 4.3 that mean scores of subject matter of rural and urban secondary school teachers are 62.94 and 60.50 with the respective standard deviations 8.73 and 6.06. The t- value is 3.92 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of rural and urban secondary school teachers’ is rejected.

**Teacher characteristics :** It can be observed from table 4.3 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 105.82 and 105.34 with the respective standard deviations 7.24 and 8.56. The t- value is 0.72 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of rural and urban secondary school teachers’ is accepted.

**Inter-personal relations :** It can be observed from table 4.3 that mean scores of Inter-personal relations of rural and urban secondary school teachers are 71.09 and 72.35 with the respective standard deviations 6.61 and 6.69. The t- value is 2.13 which is significant

at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in Inter-personal relations of rural and urban secondary school teachers’ is rejected.

**Total teacher effectiveness :** It can be observed from table 4.3 that mean scores of Total teacher effectiveness of rural and urban secondary school teachers are 406.63 and 403.16 with the respective standard deviations 22.44 and 22.22. The t- value is 1.75 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers’ is accepted.

It may be concluded that out of five components of teacher effectiveness there is a significant difference between rural and urban secondary school teachers in the planning and preparation, classroom management, subject matter and inter-personal relation whereas there is no significant difference in teacher characteristics. It is also found that rural secondary school teachers are more effective in subject matter as compared to urban secondary school teachers whereas urban teachers are more effective in planning and preparation, classroom management, and inter - personal relations.

**Table 4.4 (a): Difference between mean scores of teacher effectiveness of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience**

S. No.	Teaching experience in years	Number of teachers	Mean	S.D.
1	less than 5	131	383.21	13.59
2	5-10	112	399.53	17.20
3	10-15	68	410.84	17.69
4	more than 15	89	425.54	15.01

**Table 4.4 (b): Significance of mean difference in teacher effectiveness among secondary school teachers with regard to teaching experience**

Source of variation	df	SS	MS	F	Significance at 0.05 level
Between groups	3	101540.32	33846.77	137.21	Significant
Within groups	396	97687.27	246.68		

It can be observed from table 4.4 (a) that the mean scores and standard deviation values of the teachers according to teaching experience are 383.21, 13.59 for (less than 5), 399.53, 17.20 for (5-10), 410.84, 17.69 for (10-15) and 425.54, 15.01 for (more than 15) respectively.

It can also be observed from table 4.4 (b) that the values of sum of squares of between groups and within groups are 101540.32 and 9768.27 with respective mean square values 33846.77 and 246.68. The calculated F ratio is 137.21 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e., '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 experience' is rejected.

It may be concluded from the data that there is a significant difference in teacher effectiveness of secondary school teachers having teaching experience of less than 5, 5-10, 10-15 and more than 15 years. It is also observed from the data that the teacher effectiveness increases with increase in teaching experience as a result the secondary school teachers having more than 15 years teaching experience are found most effective as compared to other groups.

**Table 4.5: Difference between mean scores of government and private secondary school teachers having teaching experience of less than 5 years with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	69.88	7.38	2.52	Significant
	Private		65.54	10.03		
2	Government	Classroom management	88.44	4.60	1.91	Not significant
	Private		86.71	4.95		
3	Government	Subject matter	56.79	6.69	1.52	Not significant
	Private		59.12	8.87		
4	Government	Teacher characteristics	102.84	10.14	0.40	Not significant
	Private		102.39	5.90		
5	Government	Inter-personal relations	69.91	5.75	0.20	Not significant
	Private		68.15	6.65		
6	Government	Total teacher effectiveness	385.86	11.87	1.56	Not significant
	Private		381.92	14.25		

Government  $N_1 = 43$

Private  $N_2 = 88$

**Planning and preparation :** It can be observed from table 4.5 that mean scores of planning and preparation of government and private secondary school teachers are 69.88 and 65.54 with the respective standard deviations 7.38 and 10.03. The t- value is 2.52 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of government and private secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Classroom management :** It can be observed from table 4.5 that mean scores of classroom management of government and private secondary school teachers are 88.44 and 86.71 with the respective standard deviations 4.60 and 4.95. The t- value is 1.91 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of government and private secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Subject matter** : It can be observed from table 4.5 that mean scores of subject matter of government and private secondary school teachers are 56.79 and 59.12 with the respective standard deviations 6.69 and 8.87. The t- value is 1.52 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of government and private secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Teacher characteristics** : It can be observed from table 4.5 that mean scores of Teacher characteristics of government and private secondary school teachers are 102.84 and 102.39 with the respective standard deviations 10.14 and 5.90. The t- value is 0.40 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of government and private secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Inter-personal relations** : It can be observed from table 4.5 that mean scores of Inter-personal relations of government and private secondary school teachers are 69.91 and 68.15 with the respective standard deviations 5.75 and 6.65. The t- value is 0.20 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in Inter-personal relations of government and private secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Total teacher effectiveness** : It can be observed from table 4.5 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 385.86 and 381.92 with the respective standard deviations 11.87 and 14.25. The t- value is 1.56 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there

is no significant difference in total teacher effectiveness of government and private secondary school teachers having less than 5 years of teaching experience' is accepted.

It may be concluded that teacher effectiveness along with its all five dimensions except planning and preparation does not differ significantly. It is also found that there is a significant difference between government and private secondary school teachers with regard to planning and preparation. The mean score of government secondary school teacher for planning and preparation is higher than private secondary school teachers, which means that government secondary school teachers are more effective in planning and preparation but in overall as we can observe from the table 4.5, there is no significant difference in teacher effectiveness of government and private secondary school teachers having less than 5 years of teaching experience.

**Table 4.6: Difference between mean scores of government and private secondary school teachers having 5-10 years of teaching experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	74.59	6.95	2.16	Significant
	Private		72.15	4.99		
2	Government	Classroom management	92.61	7.22	3.36	Significant
	Private		84.42	5.91		
3	Government	Subject matter	59.54	3.98	2.94	Significant
	Private		63.30	8.01		
4	Government	Teacher characteristics	104.71	9.04	0.99	Not Significant
	Private		103.28	6.10		
5	Government	Inter-personal relations	69.98	8.36	1.02	Not Significant
	Private		71.03	8.42		
6	Government	Total teacher effectiveness	401.43	15.52	0.97	Not Significant
	Private		398.20	18.27		

Government  $N_1 = 46$

Private  $N_2 = 66$



**Planning and preparation :** It can be observed from table 4.6 that mean scores of planning and preparation of government and private secondary school teachers are 74.59 and 72.15 with the respective standard deviations 6.95 and 4.99. The t- value is 2.16 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of government and private secondary school teachers having 5-10 years of teaching experience’ is rejected.

**Classroom management :** It can be observed from table 4.6 that mean scores of class room management of government and private secondary school teachers are 92.61 and 84.02 with the respective standard deviations 7.22 and 5.91. The t- value is 3.36 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of government and private secondary school teachers having 5-10 years of teaching experience’ is rejected.

**Subject matter :** It can be observed from table 4.6 that mean scores of subject matter of government and private secondary school teachers are 59.54 and 63.30 with the respective standard deviations 3.98 and 8.01. The t- value is 2.94 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of government and private secondary school teachers having 5-10 years of teaching experience’ is rejected.

**Teacher characteristics :** It can be observed from table 4.6 that mean scores of Teacher characteristics of government and private secondary school teachers are 104.71 and 103.28 with the respective standard deviations 9.04 and 6.10. The t- value is 0.99 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no

significant difference in teacher characteristics of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

**Inter-personal relations :** It can be observed from table 4.6 that mean scores of Inter-personal relations of government and private secondary school teachers are 69.98 and 71.03 with the respective standard deviations 8.36 and 8.42. The t- value is 1.02 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

**Total teacher effectiveness :** It can be observed from table 4.6 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 401.43 and 398.20 with the respective standard deviations 15.52 and 18.27. The t- value is 0.97 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

It may be concluded that teacher effectiveness of secondary school teachers having 5-10 years of teaching experience differs significantly for its three dimensions. Government secondary school teachers are more effective in planning and preparation; and classroom management whereas private secondary school teachers are more effective in subject matter. It is also found that there is no significant difference between government and private secondary school teachers in teacher characteristics and inter-personal relations and in overall as we can observe from the table 4.6 that there is no significant difference in teacher effectiveness of government and private secondary school teachers having less than 5 years of teaching experience.

**Table 4.7: Difference between mean scores of government and private secondary school teachers having 10-15 years of teaching experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	73.33	6.80	1.06	Not Significant
	Private		74.84	4.45		
2	Government	Classroom management	92.47	6.88	1.26	Not Significant
	Private		90.53	5.63		
3	Government	Subject matter	61.80	5.37	3.38	Significant
	Private		67.53	8.39		
4	Government	Teacher characteristics	106.08	6.48	0.48	Not Significant
	Private		106.84	6.56		
5	Government	Inter-personal relations	73.94	7.03	0.45	Not Significant
	Private		74.68	6.43		
6	Government	Total teacher effectiveness	407.63	20.19	1.59	Not Significant
	Private		414.43	20.00		

Government  $N_1 = 36$

Private  $N_2 = 32$

**Planning and preparation :** It can be observed from table 4.7 that mean scores of planning and preparation of government and private secondary school teachers are 73.33 and 74.84 with the respective standard deviations 6.80 and 4.45. The t- value is 1.06 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

**Classroom management :** It can be observed from table 4.7 that mean scores of classroom management of government and private secondary school teachers are 92.47 and 90.53. with the respective standard deviations 6.88 and 5.63. The t- value is 1.26 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of government and private secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Subject matter** : It can be observed from table 4.7 that mean scores of subject matter of government and private secondary school teachers are 61.80 and 67.53 with the respective standard deviations 5.37 and 8.39. The t- value is 3.38 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of government and private secondary school teachers having 10-15 years of teaching experience’ is rejected.

**Teacher characteristics** : It can be observed from table 4.7 that mean scores of Teacher characteristics of government and private secondary school teachers are 106.08 and 106.84 with the respective standard deviations 6.48 and 6.56. The t- value is 0.48 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of government and private secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Inter-personal relations** : It can be observed from table 4.7 that mean scores of Inter-personal relations of government and private secondary school teachers are 73.94 and 74.68 with the respective standard deviations 7.03 and 6.43. The t- value is 0.45 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in Inter-personal relations of government and private secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Total teacher effectiveness** : It can be observed from table 4.7 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 407.63 and 414.43 with the respective standard deviations 20.19 and 20.00. The t- value is 1.59 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there

is no significant difference in total teacher effectiveness of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

It may be concluded that teacher effectiveness along with its all five dimensions except subject matter does not differ significantly. It is also found that there is a significant difference in subject matter of government and private teachers. The mean score of private secondary school teachers for subject matter is higher than government secondary school teachers, which means that the private secondary school teachers are more effective in subject matter but in overall as we can observe from the table 4.7 that there is no significant difference in teacher effectiveness of government and private secondary school teachers having 10-15 years of teaching experience.

**Table 4.8: Difference between mean scores of government and private secondary school teachers having more than 15 years of teaching experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	78.64	5.42	2.18	Significant
	Private		75.28	4.39		
2	Government	Classroom management	95.48	6.33	2.28	Significant
	Private		91.35	5.30		
3	Government	Subject matter	63.62	4.75	3.89	Significant
	Private		69.21	5.87		
4	Government	Teacher characteristics	112.72	8.64	3.11	Significant
	Private		105.21	5.84		
5	Government	Inter-personal relations	76.59	8.75	0.16	Not Significant
	Private		76.35	4.16		
6	Government	Total teacher effectiveness	427.05	15.26	2.25	Significant
	Private		417.42	10.71		

Government  $N_1 = 75$

Private  $N_2 = 14$

**Planning and preparation :** It can be observed from table 4.8 that mean scores of planning and preparation of government and private secondary school teachers are 78.64 and 75.28 with the respective standard deviations 5.42 and 4.39. The t- value is 2.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of government and private secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Classroom management :** It can be observed from table 4.8 that mean scores of classroom management of government and private secondary school teachers are 95.48 and 91.35 with the respective standard deviations 6.33 and 5.30. The t- value is 2.28 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of government and private secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Subject matter :** It can be observed from table 4.8 that mean scores of subject matter of government and private secondary school teachers are 63.62 and 69.21 with the respective standard deviations 4.75 and 5.87. The t- value is 3.89 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of government and private secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Teacher characteristics :** It can be observed from table 4.8 that mean scores of Teacher characteristics of government and private secondary school teachers are 112.72 and 105.21 with the respective standard deviations 8.64 and 5.84. The t- value is 3.11 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of government and private secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Inter-personal relations :** It can be observed from table 4.8 that mean scores of Inter-personal relations of government and private secondary school teachers are 76.59 and 76.35 with the respective standard deviations 8.75 and 4.16. The t- value is 0.16 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

**Total teacher effectiveness :** It can be observed from table 4.8 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 427.05 and 417.42 with the respective standard deviations 15.26 and 10.71. The t- value is 2.25 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of government and private secondary school teachers having more than 15 years of teaching experience' is rejected.

It may be concluded that teacher effectiveness along with its all five dimensions except inter-personal relations differ significantly. The mean scores of government secondary school teacher for planning and preparation, classroom management, teacher characteristics are higher than private secondary school teachers, which mean the government secondary school teachers are more effective in planning and preparation, classroom management and teacher characteristics but in subject matter private teachers are more effective. It is observed from the data that there is a significant difference in teacher effectiveness of government and private secondary school teachers having more than 15 years of teaching experience.

Further, from the analysis of teacher effectiveness of government and private secondary school teachers it is found that teaching experience of less than 5, 5-10 and 10-15 years has no affect on teacher effectiveness. It is also found that teaching experience of more than 15 years affect the teacher effectiveness significantly.

**Table 4.9: Difference between mean scores of male and female secondary school teachers having teaching experience of less than 5 years with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning and preparation	66.77	9.57	0.21	Not Significant
	Female		67.12	9.41		
2	Male	Classroom management	88.25	5.06	1.97	Not Significant
	Female		86.56	4.65		
3	Male	Subject matter	58.50	9.57	0.16	Not Significant
	Female		58.25	7.20		
4	Male	Teacher characteristics	103.50	5.70	1.59	Not Significant
	Female		101.81	6.17		
5	Male	Inter-personal relations	68.16	6.02	0.14	Not Significant
	Female		68.00	6.57		
6	Male	Total teacher effectiveness	385.17	12.99	1.43	Not Significant
	Female		381.74	13.93		

Male  $N_1 = 56$

Female  $N_2 = 75$

**Planning and preparation :** It can be observed from table 4.9 that mean scores of planning and preparation of male and female secondary school teachers are 66.77 and 67.12 with the respective standard deviations 9.57 and 9.41. The t- value is 0.21 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.



**Classroom management :** It can be observed from table 4.9 that mean scores of classroom management of male and female secondary school teachers are 88.25 and 86.56 with the respective standard deviations 5.06 and 4.65. The t- value is 1.97 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Subject matter :** It can be observed from table 4.9 that mean scores of subject matter of male and female secondary school teachers are 58.50 and 58.25 with the respective standard deviations 9.57 and 7.20. The t- value is 0.16 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Teacher characteristics :** It can be observed from table 4.9 that mean scores of Teacher characteristics of male and female secondary school teachers are 103.50 and 101.81 with the respective standard deviations 5.70 and 6.17. The t- value is 1.59 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Inter-personal relations :** It can be observed from table 4.9 that mean scores of Inter-personal relations of male and female secondary school teachers are 68.16 and 68.00 with the respective standard deviations 6.02 and 6.57. The t- value is 0.14 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in Inter-personal relations of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Total teacher effectiveness :** It can be observed from table 4.9 that mean scores of Total teacher effectiveness of male and female secondary school teachers are 385.17 and

381.74 with the respective standard deviations 12.99 and 13.93. The t- value is 1.43 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teacher effectiveness of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

It is observed from the table 4.9 that there is no significant difference in teacher effectiveness of male and female secondary school teachers having less than 5 years of teaching experience.

**Table 4.10: Difference between mean scores of male and female secondary school teachers having 5-10 years of teaching experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning and preparation	72.81	6.28	0.57	Not Significant
	Female		73.47	5.69		
2	Male	Classroom management	88.25	6.12	2.99	Significant
	Female		91.96	6.92		
3	Male	Subject matter	63.00	8.01	1.89	Not Significant
	Female		60.56	5.40		
4	Male	Teacher characteristics	103.80	7.03	0.10	Not Significant
	Female		103.94	7.89		
5	Male	Inter-personal relations	70.36	5.99	0.45	Not Significant
	Female		70.82	4.63		
6	Male	Total teacher effectiveness	398.23	18.32	0.77	Not Significant
	Female		400.77	16.10		

Male  $N_1 = 55$

Female  $N_2 = 57$

**Planning and preparation :** It can be observed from table 4.10 that mean scores of planning and preparation of male and female secondary school teachers are 72.81 and 73.47 with the respective standard deviations 6.28 and 5.69. The t- value is 0.57 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Classroom management :** It can be observed from table 4.10 that mean scores of class room management of male and female secondary school teachers are 88.25 and 91.96 with the respective standard deviations 6.12 and 6.92. The t- value is 2.99 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of male and female secondary school teachers having 5-10 years of teaching experience’ is rejected.

**Subject matter :** It can be observed from table 4.10 that mean scores of subject matter of male and female secondary school teachers are 63.00 and 60.56 with the respective standard deviations 8.01 and 5.40. The t- value is 1.89 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Teacher characteristics :** It can be observed from table 4.10 that mean scores of Teacher characteristics of male and female secondary school teachers are 103.80 and 103.94 with the respective standard deviations 7.03 and 7.89. The t- value is 0.10 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Inter-personal relations :** It can be observed from table 4.10 that mean scores of Inter-personal relations of male and female secondary school teachers are 70.36 and 70.82 with the respective standard deviations 5.99 and 4.63. The t- value is 0.45 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in Inter-personal relations of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Total teacher effectiveness :** It can be observed from table 4.10 that mean scores of Total teacher effectiveness of male and female secondary school teachers are 398.23 and 400.77 with the respective standard deviations 18.32 and 16.10. The t- value is 0.77 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teacher effectiveness of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

It is observed from the table 4.10 that females are more effective in classroom management than males as there is a significant difference is noticed for it. Further, the table reveals that there is no significance difference between teacher effectiveness of male and female secondary school teachers having 5-10 years of teaching experience.

**Table 4.11: Difference between mean scores of male and female secondary school teachers having 10-15 years of experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning and preparation	73.88	5.77	0.30	Not Significant
	Female		74.33	6.03		
2	Male	Classroom management	90.79	5.46	1.34	Not Significant
	Female		92.95	7.66		
3	Male	Subject matter	65.88	8.09	2.12	Significant
	Female		61.95	5.51		
4	Male	Teacher characteristics	106.93	5.87	0.84	Not Significant
	Female		105.54	7.51		
5	Male	Inter-personal relations	75.25	7.26	1.60	Not Significant
	Female		72.54	5.27		
6	Male	Total teacher effectiveness	412.75	16.52	1.21	Not Significant
	Female		407.33	19.53		

Male  $N_1 = 44$

Female  $N_2 = 24$

**Planning and preparation :** It can be observed from table 4.11 that mean scores of planning and preparation of male and female secondary school teachers are 73.88 and 74.33 with the respective standard deviations 5.77 and 6.03. The t- value is 0.30 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Classroom management :** It can be observed from table 4.11 that mean scores of class room management of male and female secondary school teachers are 90.79 and 92.95 with the respective standard deviations 5.46 and 7.66. The t- value is 1.34 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Subject matter :** It can be observed from table 4.11 that mean scores of subject matter of male and female secondary school teachers are 65.88 and 61.95 with the respective standard deviations 8.09 and 5.51. The t- value is 2.12 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of male and female secondary school teachers having 10-15 years of teaching experience’ is rejected..

**Teacher characteristics :** It can be observed from table 4.11 that mean scores of Teacher characteristics of male and female secondary school teachers are 106.93 and 105.54 with the respective standard deviations 5.87 and 7.51. The t- value is 0.84 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no

significant difference in teacher characteristics of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

**Inter-personal relations :** It can be observed from table 4.11 that mean scores of Inter-personal relations of male and female secondary school teachers are 75.25 and 72.54 with the respective standard deviations 7.26 and 5.27. The t- value is 1.60 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

**Total teacher effectiveness :** It can be observed from table 4.11 that mean scores of Total teacher effectiveness of male and female secondary school teachers are 412.75 and 407.33 with the respective standard deviations 16.52 and 19.53. The t- value is 1.21 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

It is observed from the table 4.11 that mean value of male teachers for subject matter is higher showing that the males are more effective in subject matter than females as there is a significant difference noticed for subject matter. Further, the table shows that there is no significant difference in teacher effectiveness of male and female secondary school teachers having 10-15 years of teaching experience.

**Table 4.12: Difference between mean scores of male and female secondary school teachers having more than 15 years of experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning and preparation	77.22	6.04	1.73	Not Significant
	Female		79.20	4.30		
2	Male	Classroom management	93.95	7.10	1.44	Not Significant
	Female		95.90	5.14		
3	Male	Subject matter	64.67	5.15	0.32	Not Significant
	Female		64.30	5.57		
4	Male	Teacher characteristics	111.40	9.16	0.15	Not Significant
	Female		111.70	8.16		
5	Male	Inter-personal relations	77.06	5.23	1.12	Not Significant
	Female		75.92	4.08		
6	Male	Total teacher effectiveness	424.32	15.90	0.84	Not Significant
	Female		427.02	13.80		

Male  $N_1 = 49$

Female  $N_2 = 40$

**Planning and preparation** : It can be observed from table 4.12 that mean scores of planning and preparation of male and female secondary school teachers are 77.22 and 79.20 with the respective standard deviations 6.04 and 4.30. The t- value is 1.73 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

**Classroom management :** It can be observed from table 4.12 that mean scores of class room management of male and female secondary school teachers are 93.95 and 95.90 with the respective standard deviations 7.10 and 5.14. The t- value is 1.44 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of male and female secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Subject matter :** It can be observed from table 4.12 that mean scores of subject matter of male and female secondary school teachers are 64.67 and 64.30 with the respective standard deviations 5.15 and 5.57. The t- value is 0.32 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of male and female secondary school teachers having more than 15 years of teaching experience’ is accepted..

**Teacher characteristics :** It can be observed from table 4.12 that mean scores of Teacher characteristics of male and female secondary school teachers are 111.40 and 111.70 with the respective standard deviations 9.16 and 8.16. The t- value is 0.15 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of male and female secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Inter-personal relations :** It can be observed from table 4.12 that mean scores of Inter-personal relations of male and female secondary school teachers are 77.06 and 75.92 with the respective standard deviations 5.23 and 4.08. The t- value is 1.12 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in Inter-personal relations of male and female secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Total teacher effectiveness :** It can be observed from table 4.12 that mean scores of total teacher effectiveness of male and female secondary school teachers are 424.32 and



427.02 with the respective standard deviations 15.90 and 13.80. The t - value is 0.84 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teacher effectiveness of male and female secondary school teachers having more than 15 years of teaching experience’ is accepted. It may be concluded that there is no significance difference in teacher effectiveness of male and female secondary school teachers having more than 15 years of teaching experience.

The research shows that there is no significant difference in 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.

**Table 4.13: Difference between mean scores of rural and urban secondary school teachers having less than 5 years of experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning and preparation	65.30	10.96	2.72	Significant
	Urban		69.85	4.85		
2	Rural	Classroom management	87.32	4.71	0.13	Not Significant
	Urban		87.20	5.23		
3	Rural	Subject matter	59.32	9.19	1.77	Not Significant
	Urban		56.68	6.10		
4	Rural	Teacher characteristics	103.26	6.30	1.84	Not Significant
	Urban		101.27	5.31		
5	Rural	Inter-personal relations	68.39	6.50	0.78	Not Significant
	Urban		67.50	6.02		
6	Rural	Total teacher effectiveness	383.61	13.85	0.44	Not Significant
	Urban		382.52	13.26		

Rural  $N_1 = 83$

Urban  $N_2 = 48$

**Planning and preparation :** It can be observed from table 4.13 that mean scores of planning and preparation of rural and urban secondary school teachers are 65.30 and 69.85 with the respective standard deviations 10.96 and 4.85. The t- value is 2.72 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of rural and urban secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Classroom management :** It can be observed from table 4.13 that mean scores of class room management of rural and urban secondary school teachers are 87.32 and 87.20 with the respective standard deviations 4.71 and 5.23. The t- value is 0.13 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of rural and urban secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Subject matter :** It can be observed from table 4.13 that mean scores of subject matter of rural and urban secondary school teachers are 59.32 and 56.68 with the respective standard deviations 9.19 and 6.10. The t- value is 1.77 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of rural and urban secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Teacher characteristics :** It can be observed from table 4.13 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 103.26 and 101.27 with the respective standard deviations 6.30 and 5.31. The t- value is 1.84 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no

significant difference in Teacher characteristics of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

**Inter-personal relations :** It can be observed from table 4.13 that mean scores of Inter-personal relations of rural and urban secondary school teachers are 68.39 and 67.50 with the respective standard deviations 6.50 and 6.02. The t- value is 0.78 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

**Total teacher effectiveness :** It can be observed from table 4.13 that mean scores of Total teacher effectiveness of rural and urban secondary school teachers are 383.61 and 382.52 with the respective standard deviations 13.85 and 13.26. The t- value is 0.44 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

It is observed from the table 4.13 that there is a significant difference in planning and preparation for rural and urban secondary school teachers. The urban secondary school teachers are more effective in planning and preparation as compared to rural secondary school teachers. It is also observed that there is no significance difference in teacher effectiveness of rural and urban secondary school teachers having less than 5 years of teaching experience.

**Table 4.14: Difference between mean scores of rural land urban secondary school teachers having 5-10 years of experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning and preparation	73.49	6.26	0.56	Not Significant
	Urban		72.84	5.74		
2	Rural	Classroom management	90.03	6.09	0.15	Not Significant
	Urban		90.23	7.38		
3	Rural	Subject matter	63.09	6.66	1.96	Not Significant
	Urban		60.55	6.91		
4	Rural	Teacher characteristics	103.71	6.71	0.21	Not Significant
	Urban		104.01	8.10		
5	Rural	Inter-personal relations	70.39	5.76	0.37	Not Significant
	Urban		70.78	4.94		
6	Rural	Total teacher effectiveness	400.73	15.93	0.70	Not Significant
	Urban		398.44	18.33		

Rural  $N_1 = 53$

Urban  $N_2 = 59$

**Planning and preparation :** It can be observed from table 4.14 that mean scores of planning and preparation of rural and urban secondary school teachers are 73.49 and 72.84 with the respective standard deviations 6.26 and 5.74. The t- value is 0.56 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Classroom management :** It can be observed from table 4.14 that mean scores of class room management of rural and urban secondary school teachers are 90.03 and 90.23 with the respective standard deviations 6.09 and 7.38. The t- value is 0.15 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Subject matter :** It can be observed from table 4.14 that mean scores of subject matter of rural and urban secondary school teachers are 63.09 and 60.55 with the respective standard deviations 6.66 and 6.91. The t- value is 1.96 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Teacher characteristics :** It can be observed from table 4.14 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 103.71 and 104.01 with the respective standard deviations 6.71 and 8.10. The t- value is 0.21 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in teacher characteristics of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Inter-personal relations :** It can be observed from table 4.14 that mean scores of Inter-personal relations of rural and urban secondary school teachers are 70.39 and 70.78 with the respective standard deviations 5.76 and 4.94. The t- value is 0.37 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in inter-personal relations of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Total teacher effectiveness :** It can be observed from table 4.14 that mean scores of Total teacher effectiveness of rural and urban secondary school teachers are 400.73 and 398.44 with the respective standard deviations 15.93 and 18.33. The t- value is 0.70 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

It is observed from the table 4.14 that there is no significance difference in teacher effectiveness of rural and urban secondary school teachers having 5-10 years of teaching experience.

**Table 4.15: Difference between mean scores of rural land urban secondary school teachers having 10-15 years of experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning and preparation	74.57	7.35	0.62	Not Significant
	Urban		73.67	4.53		
2	Rural	Classroom management	89.92	4.81	4.79	Significant
	Urban		92.70	7.07		
3	Rural	Subject matter	68.21	9.04	3.74	Significant
	Urban		61.90	4.77		
4	Rural	Teacher characteristics	109.85	6.24	4.02	Significant
	Urban		104.05	5.55		
5	Rural	Inter-personal relations	73.92	5.04	0.37	Not Significant
	Urban		74.55	7.73		
6	Rural	Total teacher effectiveness	416.50	16.29	2.27	Significant
	Urban		406.87	17.70		

Rural  $N_1 = 53$

Urban  $N_2 = 59$

**Planning and preparation :** It can be observed from table 4.15 that mean scores of planning and preparation of rural and urban secondary school teachers are 74.57 and 73.67 with the respective standard deviations 7.35 and 4.53. The t- value is 0.62 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of rural and urban secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Classroom management :** It can be observed from table 4.15 that mean scores of class room management of rural and urban secondary school teachers are 89.92 and 92.70 with the respective standard deviations 4.81 and 7.07. The t- value is 4.79 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in classroom management of rural and urban secondary school teachers having 10-15 years of teaching experience’ is rejected.

**Subject matter :** It can be observed from table 4.15 that mean scores of subject matter of rural and urban secondary school teachers are 68.21 and 61.90 with the respective standard deviations 9.04 and 4.77. The t- value is 3.74 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in subject matter of rural and urban secondary school teachers having 10-15 years of teaching experience’ is rejected.

**Teacher characteristics :** It can be observed from table 4.15 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 109.85 and 104.05 with the respective standard deviations 6.24 and 5.55. The t- value is 4.02 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant

difference in teacher characteristics of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

**Inter-personal relations :** It can be observed from table 4.15 that mean scores of Inter-personal relations of rural and urban secondary school teachers are 73.92 and 74.55 with the respective standard deviations 5.04 and 7.73. The t- value is 0.37 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in inter-personal relations of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

**Total teacher effectiveness :** It can be observed from table 4. 15 that mean scores of Total teacher effectiveness of rural and urban secondary school teachers are 416.50 and 406.87 with the respective standard deviations 16.29 and 17.70. The t- value is 2.27 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

It is observed from the data that planning and preparation; and inter-personal relations do not differ significantly for rural and urban secondary school teachers. It is also observed from the data that there is a significant difference in classroom management, subject matter and teacher characteristics. Rural teachers are found more effective in subject matter and teacher characteristics whereas urban teacher are found effective in classroom management. Further, it is found from the analysis that teacher effectiveness of rural secondary school teachers is higher as compared to urban secondary school teachers having 10-15 years of teaching experience.



**Table 4.16: Difference between mean scores of rural land urban secondary school teachers having more than 15 years of experience with regard to teacher effectiveness along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Planning and preparation	78.38	5.66	0.39	Not Significant
	Urban		77.92	5.25		
2	Rural	Classroom management	94.22	6.36	0.74	Not Significant
	Urban		95.24	6.35		
3	Rural	Subject matter	66.97	6.09	3.88	Significant
	Urban		62.83	3.99		
4	Rural	Teacher characteristics	111.63	6.17	0.08	Not Significant
	Urban		111.47	10.09		
5	Rural	Inter-personal relations	76.13	5.48	0.66	Not Significant
	Urban		76.83	4.23		
6	Rural	Total teacher effectiveness	427.36	14.50	0.94	Not Significant
	Urban		424.60	15.35		

Rural  $N_1 = 36$

Urban  $N_2 = 53$

**Planning and preparation :** It can be observed from table 4.16 that mean scores of planning and preparation of rural and urban secondary school teachers are 78.38 and 77.92 with the respective standard deviations 5.66 and 5.25. The t- value is 0.39 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning and preparation of rural and urban secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Classroom management :** It can be observed from table 4.16 that mean scores of class room management of rural and urban secondary school teachers are 94.22 and 95.24 with the respective standard deviations 6.36 and 6.35. The t- value is 0.74 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

**Subject matter :** It can be observed from table 4.16 that mean scores of subject matter of rural and urban secondary school teachers are 66.97 and 62.83 with the respective standard deviations 6.09 and 3.99. The t- value is 3.88 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

**Teacher characteristics :** It can be observed from table 4.16 that mean scores of teacher characteristics of rural and urban secondary school teachers are 111.63 and 111.47 with the respective standard deviations 6.17 and 10.09. The t- value is 0.08 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

**Inter-personal relations :** It can be observed from table 4.16 that mean scores of inter-personal relations of rural and urban secondary school teachers are 76.13 and 76.83 with the respective standard deviations 5.48 and 4.23. The t- value is 0.66 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

**Total teacher effectiveness :** It can be observed from table 4.16 that mean scores of total teacher effectiveness of rural and urban secondary school teachers are 427.36 and 424.60 with the respective standard deviations 14.50 and 15.35. The t- value is 0.94 which is

not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

It is observed from the table 4.16 that there is a significant difference in subject matter for rural and urban secondary school teachers. The rural secondary school teachers are more effective in subject matter as compared to urban secondary school teachers. It is also observed that there is no significance difference in teacher effectiveness of rural and urban secondary school teachers having more than 15 years of teaching experience.

Further, the research shows that teaching experience of less than 5, 5-10 and more than 15 years has no affect on teacher effectiveness whereas teacher effectiveness of rural and urban secondary school teachers having 10-15 years of teaching experience differs significantly.

## Part - B

### 4.1.2 Comparison between Different Groups of Teaching Competency

This part has been devoted to locate the significant differences, if any, in the teaching competency of secondary school teachers with respect to type of school, gender, locality and teaching experience.

**Table 4.17: Difference between mean scores of government and private secondary school teachers with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning (pre-instructional )	18.03	2.08	15.29	Significant
	Private		14.29	3.29		
2	Government	Presentation (Instructional)	48.69	6.34	9.04	Significant
	Private		44.19	5.47		
3	Government	Closing	9.72	1.79	6.13	Significant
	Private		8.70	1.54		
4	Government	Evaluation	9.6	1.82	6.22	Significant
	Private		8.57	1.46		
5	Government	Managerial	9.52	1.51	7.67	Significant
	Private		8.57	1.28		
6	Government	Total Teaching competency	95.57	9.84	13.99	Significant
	Private		84.33	9.80		

Government  $N_1 = 200$

Private  $N_2 = 200$

**Planning (pre-instructional)** : It can be observed from table 4.17 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 18.03 and 14.29 with the respective standard deviations 2.08 and 3.29. The t- value is 15.29 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no

significant difference in planning (pre-instructional) of government and private secondary school teachers' is rejected.

**Presentation (instructional)** : It can be observed from table 4.17 that mean scores of planning (instructional) of government and private secondary school teachers are 48.69 and 44.19 with the respective standard deviations 6.34 and 5.47. The t- value is 9.04 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional) of government and private secondary school teachers' is rejected.

**Closing** : It can be observed from table 4.17 that mean scores of closing of government and private secondary school teachers are 9.72 and 8.70 with the respective standard deviations 1.79 and 1.54. The t- value is 6.13 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of government and private secondary school teachers' is rejected.

**Evaluation** : It can be observed from table 4.17 that mean scores of Teacher characteristics of government and private secondary school teachers are 9.6 and 8.57 with the respective standard deviations 1.82 and 1.46. The t- value is 6.22 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of government and private secondary school teachers' is rejected.

**Managerial** : It can be observed from table 4.17 that mean scores of managerial of government and private secondary school teachers are 9.52 and 8.57 with the respective standard deviations 1.51 and 1.28. The t- value is 7.67 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of government and private secondary school teachers' is rejected.

**Total teaching competency** : It can be observed from table 4.17 that mean scores of Total teaching competency of government and private secondary school teachers are 95.57

and 84.33 with the respective standard deviations 9.84 and 9.80. The t- value is 13.99 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teaching competency of government and private secondary school teachers’ is rejected.

It may be concluded that teaching competency along with its all five dimensions have a significant difference between government and private secondary school teachers. The mean scores of total teaching competency and all of its dimensions were high for government secondary school teachers which show that government secondary school teachers are more competent as compared to private secondary school teachers.

**Table 4.18: Difference between mean scores of male and female secondary school teachers with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning (pre-instructional )	16.65	2.73	3.73	Significant
	Female		15.67	3.78		
2	Male	Presentation (Instructional)	47.14	6.56	2.85	Significant
	Female		45.75	6.02		
3	Male	Closing	9.33	1.71	1.48	Not Significant
	Female		9.09	1.77		
4	Male	Evaluation	9.33	1.74	2.89	Significant
	Female		8.84	1.69		
5	Male	Managerial	9.20	1.40	2.42	Significant
	Female		8.89	1.54		
6	Male	Total Teaching competency	91.65	10.76	4.24	Significant
	Female		88.25	11.61		

Male  $N_1 = 200$

Female  $N_2 = 200$

**Planning (pre-instructional) :** It can be observed from table 4.18 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 16.65 and 15.67 with the respective standard deviations 2.73 and 3.78. The t- value is 3.73 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of male and female secondary school teachers’ is rejected.

**Presentation (instructional) :** It can be observed from table 4.18 that mean scores of planning (instructional) of male and female secondary school teachers are 47.14 and 45.75 with the respective standard deviations 6.56 and 6.02. The t- value is 2.85 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation (instructional) of male and female secondary school teachers’ is rejected.

**Closing :** It can be observed from table 4.18 that mean scores of closing of male and female secondary school teachers are 9.33 and 9.09 with the respective standard deviations 1.71 and 1.77. The t- value is 1.48 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of male and female secondary school teachers’ is accepted.

**Evaluation :** It can be observed from table 4.18 that mean scores of Teacher characteristics of male and female secondary school teachers are 9.33 and 8.84 with the respective standard deviations 1.74 and 1.69. The t- value is 2.89 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in evaluation of male and female secondary school teachers’ is rejected.

**Managerial :** It can be observed from table 4.18 that mean scores of managerial of male and female secondary school teachers are 9.20 and 8.89 with the respective standard deviations 1.40 and 1.54. The t- value is 2.42 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in managerial of male and female secondary school teachers’ is rejected.

**Total teaching competency :** It can be observed from table 4.18 that mean scores of Total teaching competency of male and female secondary school teachers are 91.65 and 88.25 with the respective standard deviations 10.76 and 11.61. The t- value is 4.24 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teaching competency of male and female secondary school teachers’ is rejected.

It may be concluded that teaching competency along with its all five dimensions except closing have a significant difference in teaching competency between male and female secondary school teachers. The mean score of male teachers for all significant dimensions was higher which shows that male teachers are more competent as compared to female secondary school teachers. It is also found that teaching competency of male and female for closing does not differs significantly.



**Table 4.19: Difference between mean scores of rural and urban secondary school teachers with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning (pre-instructional )	16.4	2.81	1.90	Not Significant
	Urban		15.92	3.78		
2	Rural	Presentation (Instructional)	45.06	5.80	6.12	Significant
	Urban		47.83	6.54		
3	Rural	Closing	9.44	1.75	3.06	Significant
	Urban		8.98	1.71		
4	Rural	Evaluation	9.17	1.83	1.22	Not Significant
	Urban		9	1.61		
5	Rural	Managerial	9.17	1.52	1.88	Not Significant
	Urban		8.92	1.42		
6	Rural	Total Teaching competency	89.25	10.96	1.96	Not Significant
	Urban		90.66	11.62		

Rural  $N_1 = 200$

Urban  $N_2 = 200$

**Planning (pre-instructional) :** It can be observed from table 4.19 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 16.4 and 15.92 with the respective standard deviations 2.81 and 3.78. The t- value is 1.90 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers’ is accepted.

**Presentation (instructional) :** It can be observed from table 4.19 that mean scores of planning (instructional) of rural and urban secondary school teachers are 45.06 and 47.83 with the respective standard deviations 5.80 and 6.54. The t- value is 6.12 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant

difference in presentation(instructional) of rural and urban secondary school teachers' is rejected.

**Closing :** It can be observed from table 4.19 that mean scores of closing of rural and urban secondary school teachers are 9.44 and 8.98 with the respective standard deviations 1.75 and 1.71. The t- value is 3.06 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of rural and urban secondary school teachers' is rejected.

**Evaluation :** It can be observed from table 4.19 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 9.17 and 9 with the respective standard deviations 1.83 and 1.61. The t- value is 1.22 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of rural and urban secondary school teachers' is accepted.

**Managerial :** It can be observed from table 4.19 that mean scores of managerial of rural and urban secondary school teachers are 9.17 and 8.92 with the respective standard deviations 1.52 and 1.42. The t- value is 1.88 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of rural and urban secondary school teachers' is accepted.

**Total teaching competency :** It can be observed from table 4.19 that mean scores of Total teaching competency of rural and urban secondary school teachers are 89.25 and 90.66 with the respective standard deviations 10.96 and 11.62. The t- value is 1.96 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of rural and urban secondary school teachers' is accepted.

It may be concluded that teaching competency of rural and urban secondary school teachers along with its all five dimensions except presentation (instructional) and closing does not differ significantly. It was also found that there is a significant difference in

presentation (instructional); and closing of rural and urban secondary school teachers. The mean score of urban teachers is higher for presentation (instructional) and lower for closing which indicates that urban teachers are more competent in presentation (instructional) and less competent in closing as compared to rural teachers.

**Table 4.20 (a): Difference between mean scores of teaching competency of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience**

S. No.	Teaching experience in years	Number of teachers	Mean	S.D.
1	less than 5	131	81.01	7.42
2	5-10	112	88.21	7.68
3	10-15	68	96.79	9.04
4	more than 15	89	100.08	9.93

**Table 4.20 (b): Significance of mean difference in teaching competency among secondary school teachers with regard to teaching experience**

Source of Variation	df	SS	MS	F	Significance at 0.05 level
Between groups	3	23148.94	7716.31	109.57	Significant
Within groups	396	27888.25	70.42		

It can be observed from table 4.20 (a) that the mean scores and standard deviation values of the teachers according to different teaching experience are as 81.01, 7.42 for (less than 5), 88.21, 7.68 for (5-10), 96.79, 9.04 for (10-15), 100.08, 9.93 for (more than 15) respectively.

It can also be observed from table 4.20 (b) that the values of sum of squares of between groups and within groups are 23148.94 and 27888.25 with respective mean square values 7716.31 and 70.42. The calculated F ratio is 109.57 which is significant at 0.05 level

of significance. therefore, the null hypothesis i.e., ‘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’ is rejected.

It may be concluded from the data 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 teaching competency increases with increase in teaching experience as a result the secondary school teachers having more than 15 years teaching experience are found most competent as compared to other groups.

**Table 4.21: Difference between mean scores of government and private secondary school teachers having less than 5 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Planning (pre-instructional )	16.83	1.25	8.69	Significant
	Private		12.90	2.82		
2	Government	Presentation (Instructional)	43.04	4.19	2.01	Significant
	Private		41.48	4.12		
3	Government	Closing	8.90	1.50	4.07	Significant
	Private		7.94	1.13		
4	Government	Evaluation	9.02	1.47	5.25	Significant
	Private		7.84	1.06		
5	Government	Managerial	8.90	1.41	3.96	Significant
	Private		8.03	1.05		
6	Government	Total Teaching competency	86.72	5.73	7.28	Significant
	Private		78.21	6.51		

Government  $N_1 = 43$

Private  $N_1 = 88$

**Planning (pre-instructional) :** It can be observed from table 4.21 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 16.83 and 12.90 with the respective standard deviations 1.25 and 2.82. The t- value is 8.69 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of government and private secondary school teachers having less than 5 years of experience’ is rejected.

**Presentation (instructional) :** It can be observed from table 4.21 that mean scores of planning (instructional) of government and private secondary school teachers are 43.04 and 41.48 with the respective standard deviations 4.19 and 4.12. The t- value is 2.01 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation (instructional)of government and private secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Closing :** It can be observed from table 4.21 that mean scores of closing of government and private secondary school teachers are 8.90 and 7.94 with the respective standard deviations 1.50 and 1.13. The t- value is 4.07 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of government and private secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Evaluation :** It can be observed from table 4.21 that mean scores of Teacher characteristics of government and private secondary school teachers are 9.02 and 7.84 with the respective standard deviations 1.47 and 1.06. The t- value is 5.25 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference

in evaluation of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

**Managerial :** It can be observed from table 4.21 that mean scores of managerial of government and private secondary school teachers are 8.90 and 8.03 with the respective standard deviations 1.41 and 1.05. The t- value is 3.96 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

**Total teaching competency :** It can be observed from table 4.21 that mean scores of Total teaching competency of government and private secondary school teachers are 86.72 and 78.21 with the respective standard deviations 5.73 and 6.51. The t- value is 7.28 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

It may be concluded that teaching competency along with its all five dimensions have a significant difference between government and private secondary school teachers having less than 5 years of teaching experience. The mean scores of total teaching competency and all of its dimensions were high for government secondary school teachers which show that government secondary school teachers are more competent as compared to private secondary school teachers.

**Table 4.22: Difference between mean scores of government and private secondary school teachers having 5-10 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning (pre-instructional )	17.23	2.29	4.20	Significant
	Private		14.95	3.14		
2	Government	Presentation (Instructional)	45.47	6.74	0.42	Not Significant
	Private		45.10	4.33		
3	Government	Closing	9.39	1.78	1.76	Not Significant
	Private		8.84	1.45		
4	Government	Evaluation	9.28	1.83	1.45	Not Significant
	Private		8.83	1.43		
5	Government	Managerial	9.21	1.53	1.56	Not Significant
	Private		8.80	1.25		
6	Government	Total Teaching competency	90.60	7.43	2.83	Significant
	Private		86.54	7.47		

Government  $N_1 = 46$

Private  $N_2 = 66$

**Planning (pre-instructional) :** It can be observed from table 4.22 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 17.23 and 14.95 with the respective standard deviations 2.29 and 3.14. The t- value is 4.20 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of government and private secondary school teachers having 5-10 years of experience’ is rejected.

**Presentation (instructional) :** It can be observed from table 4.22 that mean scores of planning (instructional) of government and private secondary school teachers are 45.47 and

45.10 with the respective standard deviations 6.74 and 4.33. The t- value is 0.42 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation (instructional)of government and private secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Closing :** It can be observed from table 4.22 that mean scores of closing of government and private secondary school teachers are 9.39 and 8.84 with the respective standard deviations 1.78 and 1.45. The t- value is 1.76 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of government and private secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Evaluation :** It can be observed from table 4.22 that mean scores of Teacher characteristics of government and private secondary school teachers are 9.28 and 8.83 with the respective standard deviations 1.83 and 1.43. The t- value is 1.45 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in evaluation of government and private secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Managerial :** It can be observed from table 4.22 that mean scores of managerial of government and private secondary school teachers are 9.21 and 8.80 with the respective standard deviations 1.53 and 1.25. The t- value is 1.56 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in managerial of government and private secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Total teaching competency :** It can be observed from table 4.22 that mean scores of Total teaching competency of government and private secondary school teachers are 90.60 and 86.54 with the respective standard deviations 7.43 and 7.47. The t- value is 2.83 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no



significant difference in total teaching competency of government and private secondary school teachers having 5-10 years of teaching experience' is rejected.

It may be observed from the data that there is no significant difference in presentation (instructional), closing, evaluation and managerial for government and private secondary school teachers having 5-10 years of teaching experience. It is also found that planning (pre-instructional) differs for government and private teachers showing that government teachers are more competent. Further, it was found that government teachers are more competent than private teachers as a significant difference is found between government and private secondary school teachers having 5-10 years of teaching experience.

**Table 4.23: Difference between mean scores of government and private secondary school teachers having 10-15 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning (pre-instructional )	18.58	1.50	4.71	Significant
	Private		15.87	3.05		
2	Government	Presentation (Instructional)	51.47	5.53	2.35	Significant
	Private		48.31	5.51		
3	Government	Closing	10.47	1.71	1.72	Not Significant
	Private		9.84	1.22		
4	Government	Evaluation	10.05	1.92	1.26	Not Significant
	Private		9.53	1.41		
5	Government	Managerial	9.80	1.14	2.14	Significant
	Private		9.18	1.22		
6	Government	Total Teaching competency	100.38	8.12	3.81	Significant
	Private		92.75	8.39		

Government  $N_1 = 36$

Private  $N_2 = 32$

**Planning (pre-instructional) :** It can be observed from table 4.23 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 18.58 and 15.87 with the respective standard deviations 1.50 and 3.05. The t- value is 4.71 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of government and private secondary school teachers having 10-15 years of experience’ is rejected.

**Presentation (instructional) :** It can be observed from table 4.23 that mean scores of planning (instructional) of government and private secondary school teachers are 51.47 and 48.31 with the respective standard deviations 5.53 and 5.51. The t- value is 2.35 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation (instructional) of government and private secondary school teachers having 10-15 years of teaching experience’ is rejected.

**Closing :** It can be observed from table 4.23 that mean scores of closing of government and private secondary school teachers are 10.47 and 9.84 with the respective standard deviations 1.71 and 1.22. The t- value is 1.72 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of government and private secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Evaluation :** It can be observed from table 4.23 that mean scores of Teacher characteristics of government and private secondary school teachers are 10.05 and 9.53 with the respective standard deviations 1.92 and 1.41. The t- value is 1.26 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant

difference in evaluation of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

**Managerial :** It can be observed from table 4.23 that mean scores of managerial of government and private secondary school teachers are 9.80 and 9.18 with the respective standard deviations 1.14 and 1.22. The t- value is 2.14 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of government and private secondary school teachers having 10-15years of teaching experience' is rejected.

**Total teaching competency :** It can be observed from table 4.23 that mean scores of Total teaching competency of government and private secondary school teachers are 100.38 and 92.75 with the respective standard deviations 8.12 and 8.39. The t- value is 3.81 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of government and private secondary school teachers having 10-15 years of teaching experience' is rejected.

It may be observed from the data that there is no significant difference in closing; and evaluation between government and private secondary school teachers having 10-15 years of teaching experience. It is also found that planning (pre-instructional), presentation (instructional) and managerial differs for government and private teachers showing that government teachers are more competent in respective dimensions. Further it was found that there is a significant difference in teaching competency of government and private secondary school teachers having 10-15 years of teaching experience.

**Table 4.24: Difference between mean scores of government and private secondary school teachers having more than 15 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning (pre-instructional )	18.94	2.07	3.84	Significant
	Private		16.21	3.92		
2	Government	Presentation (Instructional)	52.57	5.11	3.05	Significant
	Private		47.5	8.34		
3	Government	Closing	10.02	1.79	0.35	Not Significant
	Private		10.21	1.92		
4	Government	Evaluation	9.90	1.86	0.22	Not Significant
	Private		9.78	1.52		
5	Government	Managerial	9.93	1.57	1.11	Not Significant
	Private		9.42	1.50		
6	Government	Total Teaching competency	101.38	8.40	2.97	Significant
	Private		93.14	14.29		

Government  $N_1 = 75$

Private  $N_2 = 14$

**Planning (pre-instructional) :** It can be observed from table 4.24 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 18.94 and 16.21 with the respective standard deviations 2.07 and 3.92. The t- value is 3.84 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of government and private secondary school teachers having more than 15 years of experience’ is rejected.

**Presentation (instructional) :** It can be observed from table 4.24 that mean scores of planning (instructional) of government and private secondary school teachers are 52.57 and 47.50 with the respective standard deviations 5.11 and 8.34. The t- value is 3.05 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation (instructional)of government and private secondary school teachers having more than 15years of teaching experience’ is rejected.

**Closing :** It can be observed from table 4.24 that mean scores of closing of government and private secondary school teachers are 10.02 and 10.21 with the respective standard deviations 1.79 and 1.92. The t- value is 0.35 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of government and private secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Evaluation :** It can be observed from table 4.24 that mean scores of Teacher characteristics of government and private secondary school teachers are 9.90 and 9.78 with the respective standard deviations 1.86 and 1.52. The t- value is 0.22 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in evaluation of government and private secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Managerial :** It can be observed from table 4.24 that mean scores of managerial of government and private secondary school teachers are 9.93 and 9.42 with the respective standard deviations 1.57 and 1.50. The t- value is 1.11 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in

managerial of government and private secondary school teachers having more than 15years of teaching experience' is accepted.

**Total teaching competency :** It can be observed from table 4.24 that mean scores of Total teaching competency of government and private secondary school teachers are 101.38 and 93.14 with the respective standard deviations 8.40 and 14.29. The t- value is 2.97 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of government and private secondary school teachers having more than 15 years of teaching experience' is rejected.

It may be observed from the data that there is no significant difference in closing, evaluation and managerial for government and private secondary school teachers having more than 15 years of teaching experience. It is also found that planning (pre-instructional) and presentation (instructional) differs for government and private teachers showing that government teachers are more competent in respective dimensions. Further it was found that there is a significant difference in teaching competency of government and private secondary school teachers having more than 15 years of teaching experience.

Further, from analysis of teaching competencies of government and private secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience it is found that all groups has a significant difference in teaching competencies and the government teachers are more competent at all levels of experience.

**Table 4.25: Difference between mean scores of male and female secondary school teachers having less than 5 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Male	Planning (pre-instructional )	15.32	1.97	3.83	Significant
	Female		13.36	3.42		
2	Male	Presentation (Instructional)	42.12	3.97	0.29	Not Significant
	Female		41.90	4.38		
3	Male	Closing	8.46	1.14	1.51	Not Significant
	Female		8.10	1.46		
4	Male	Evaluation	8.16	1.21	0.50	Not Significant
	Female		8.28	1.41		
5	Male	Managerial	8.41	1.10	0.71	Not Significant
	Female		8.25	1.34		
6	Male	Total Teaching competency	82.48	5.65	1.98	Significant
	Female		79.90	8.37		

Male  $N_1 = 56$

Female  $N_2 = 75$

**Planning (pre-instructional) :** It can be observed from table 4.25 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 15.32 and 13.36 with the respective standard deviations 1.97 and 3.42. The t- value is 3.83 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of male and female secondary school teachers having less than 5 years of experience’ is rejected.

**Presentation (instructional) :** It can be observed from table 4.25 that mean scores of planning (instructional) of male and female secondary school teachers are 42.12 and 41.90 with the respective standard deviations 3.97 and 4.38. The t- value is 0.29 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no

significant difference in presentation (instructional) of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

**Closing :** It can be observed from table 4.25 that mean scores of closing of male and female secondary school teachers are 8.46 and 8.10 with the respective standard deviations 1.14 and 1.46. The t- value is 1.51 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

**Evaluation :** It can be observed from table 4.25 that mean scores of Teacher characteristics of male and female secondary school teachers are 8.16 and 8.28 with the respective standard deviations 1.21 and 1.41. The t- value is 0.50 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

**Managerial :** It can be observed from table 4.25 that mean scores of managerial of male and female secondary school teachers are 8.41 and 8.25 with the respective standard deviations 1.10 and 1.34. The t- value is 0.71 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

**Total teaching competency :** It can be observed from table 4.25 that mean scores of Total teaching competency of male and female secondary school teachers are 82.48 and 79.90 with the respective standard deviations 5.65 and 8.37. The t- value is 1.98 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of male and female secondary school teachers having less than 5 years of teaching experience' is rejected.



It may be observed from the data that there is no significant difference in presentation (instructional), closing, evaluation and managerial for male and female secondary school teachers having less than 5 years of teaching experience. It is also found that planning (pre-instructional) differs for male and female teachers showing that male teachers are more competent in this dimension. Further it is found that there is a significant difference in teaching competency of male and female secondary school teachers having less than 5 years of teaching experience.

**Table 4.26: Difference between mean scores of male and female secondary school teachers having 5-10 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning (pre-instructional )	16.03	2.91	0.48	Not Significant
	Female		15.75	3.16		
2	Male	Presentation (Instructional)	45.2	4.62	0.13	Not Significant
	Female		45.31	4.40		
3	Male	Closing	9.14	1.50	0.47	Not Significant
	Female		9	1.72		
4	Male	Evaluation	9.32	1.49	2.01	Significant
	Female		8.71	1.68		
5	Male	Managerial	9.07	1.31	0.74	Not Significant
	Female		8.87	1.45		
6	Male	Total Teaching competency	88.78	7.48	0.76	Not Significant
	Female		87.66	7.91		

Male  $N_1 = 55$

Female  $N_2 = 57$

**Planning (pre-instructional) :** It can be observed from table 4.26 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 16.03 and 15.75 with the respective standard deviations 2.91 and 3.16. The t- value is 0.48 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of male and female secondary school teachers having 5-10 years of experience’ is accepted.

**Presentation (instructional) :** It can be observed from table 4.26 that mean scores of planning (instructional) of male and female secondary school teachers are 45.20 and 45.31 with the respective standard deviations 4.62 and 4.40. The t- value is 0.13 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation (instructional) of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Closing :** It can be observed from table 4.26 that mean scores of closing of male and female secondary school teachers are 9.14 and 9.00 with the respective standard deviations 1.50 and 1.72. The t- value is 0.47 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Evaluation :** It can be observed from table 4.26 that mean scores of Teacher characteristics of male and female secondary school teachers are 9.32 and 8.71 with the respective standard deviations 1.49 and 1.68. The t- value is 2.01 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in evaluation of male and female secondary school teachers having 5-10 years of teaching experience’ is rejected.

**Managerial :** It can be observed from table 4.26 that mean scores of managerial of male and female secondary school teachers are 9.07 and 8.87 with the respective standard deviations 1.31 and 1.45. The t- value is 0.74 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in managerial of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Total teaching competency :** It can be observed from table 4.26 that mean scores of Total teaching competency of male and female secondary school teachers are 88.78 and 87.66 with the respective standard deviations 7.48 and 7.91. The t- value is 0.76 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teaching competency of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

It is found that evaluation differs for male and female teachers showing that male teachers are more competent in this dimension. It may also be observed from the data that there is no significant difference in planning (pre-instructional), presentation (instructional), closing and managerial for male and female secondary school teachers. Further it was found that there is no significant difference in teaching competency of male and female secondary school teachers having 5-10 years of teaching experience.

**Table 4.27: Difference between mean scores of male and female secondary school teachers having 10-15 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning (pre-instructional )	17.45	2.64	0.59	Not Significant
	Female		17.04	2.86		
2	Male	Presentation (Instructional)	49.75	6.58	0.45	Not Significant
	Female		50.41	3.69		
3	Male	Closing	10.09	1.59	0.62	Not Significant
	Female		10.33	1.40		
4	Male	Evaluation	10.02	1.74	1.40	Not Significant
	Female		9.41	1.61		
5	Male	Managerial	9.61	1.16	0.90	Not Significant
	Female		9.33	1.30		
6	Male	Total Teaching competency	96.93	10.05	0.16	Not Significant
	Female		96.54	7.02		

Male  $N_1 = 44$

Female  $N_2 = 24$

**Planning (pre-instructional) :** It can be observed from table 4.27 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 17.45 and 17.04 with the respective standard deviations 2.64 and 2.86. The t- value is 0.59 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of male and female secondary school teachers having 10-15 years of experience’ is accepted.

**Presentation (instructional) :** It can be observed from table 4.27 that mean scores of planning (instructional) of male and female secondary school teachers are 49.75 and 50.41 with the respective standard deviations 6.58 and 3.69. The t- value is 0.45 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation (instructional) of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Closing :** It can be observed from table 4.27 that mean scores of closing of male and female secondary school teachers are 10.09 and 10.33 with the respective standard deviations 1.59 and 1.40. The t- value is 0.62 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Evaluation :** It can be observed from table 4.27 that mean scores of Teacher characteristics of male and female secondary school teachers are 10.02 and 9.41 with the respective standard deviations 1.74 and 1.61. The t- value is 1.40 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in evaluation of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Managerial :** It can be observed from table 4.27 that mean scores of managerial of male and female secondary school teachers are 9.61 and 9.33 with the respective standard deviations 1.16 and 1.30. The t- value is 0.90 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in managerial of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Total teaching competency :** It can be observed from table 4.27 that mean scores of Total teaching competency of male and female secondary school teachers are 96.93 and 96.54 with the respective standard deviations 10.05 and 7.02. The t- value is 0.16 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teaching competency of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

It can be observed from the data that there is no significant difference in teaching competency along with all of its dimensions of male and female secondary school teachers having 10-15 years of teaching experience.

**Table 4.28: Difference between mean scores of male and female secondary school teachers having more than 15 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Male	Planning (pre-instructional )	18.22	2.31	1.16	Not Significant
	Female		18.87	2.95		
2	Male	Presentation (Instructional)	52.38	5.69	1.07	Not Significant
	Female		51.02	6.28		
3	Male	Closing	9.85	2.04	1.15	Not Significant
	Female		10.3	1.45		
4	Male	Evaluation	10.04	1.79	0.88	Not Significant
	Female		9.7	1.82		
5	Male	Managerial	9.91	1.51	0.42	Not Significant
	Female		9.77	1.64		
6	Male	Total Teaching competency	100.42	9.07	0.35	Not Significant
	Female		99.67	10.99		

Male  $N_1 = 49$

Female  $N_2 = 40$

**Planning (pre-instructional) :** It can be observed from table 4.28 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 18.22 and

18.87 with the respective standard deviations 2.31 and 2.95. The t- value is 1.16 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

**Presentation (instructional) :** It can be observed from table 4.28 that mean scores of planning (instructional) of male and female secondary school teachers are 52.38 and 51.02 with the respective standard deviations 5.69 and 6.28. The t- value is 1.07 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional)of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

**Closing :** It can be observed from table 4.28 that mean scores of closing of male and female secondary school teachers are 9.85 and 10.30 with the respective standard deviations 2.04 and 1.45. The t- value is 1.15 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

**Evaluation :** It can be observed from table 4.28 that mean scores of Teacher characteristics of male and female secondary school teachers are 10.04 and 9.70 with the respective standard deviations 1.79 and 1.82. The t- value is 0.88 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

**Managerial :** It can be observed from table 4.28 that mean scores of managerial of male and female secondary school teachers are 9.91 and 9.77 with the respective standard deviations 1.51 and 1.64. The t- value is 0.42 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in managerial of male and female secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Total teaching competency :** It can be observed from table 4.28 that mean scores of Total teaching competency of male and female secondary school teachers are 100.42 and 99.67 with the respective standard deviations 9.07 and 10.99. The t- value is 0.35 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teaching competency of male and female secondary school teachers having more than 15 years of teaching experience’ is accepted. It can be observed from the data that there is no significant difference in teaching competency of male and female secondary school teachers having more than 15 years of teaching experience.

Further, the research shows that teaching experience of 5-10, 10-15 and more than 15 years has no affect on teaching competency whereas teaching competency of male and female secondary school teachers having less than 5 years teaching experience differs significantly.



**Table 4.29: Difference between mean scores of rural and urban secondary school teachers having less than 5 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Planning (pre-instructional )	14.90	2.45	3.64	Significant
	Urban		12.97	3.56		
2	Rural	Presentation (Instructional)	41	3.68	3.76	Significant
	Urban		43.72	4.50		
3	Rural	Closing	8.48	1.20	2.54	Significant
	Urban		7.87	1.49		
4	Rural	Evaluation	8.34	1.41	1.36	Not Significant
	Urban		8.02	1.13		
5	Rural	Managerial	8.45	1.12	1.66	Not Significant
	Urban		8.08	1.41		
6	Rural	Total Teaching competency	81.19	6.96	0.37	Not Significant
	Urban		80.68	8.23		

Rural  $N_1 = 83$

Urban  $N_2 = 48$

**Planning (pre-instructional) :** It can be observed from table 4.29 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 14.90 and 12.97 with the respective standard deviations 2.45 and 3.56. The t- value is 3.64 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Presentation (instructional) :** It can be observed from table 4.29 that mean scores of planning (instructional) of rural and urban secondary school teachers are 41.00 and 43.72 with the respective standard deviations 3.68 and 4.50. The t- value is 3.76 which is significant

at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation(instructional) of rural and urban secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Closing :** It can be observed from table 4.29 that mean scores of closing of rural and urban secondary school teachers are 8.48 and 7.87 with the respective standard deviations 1.20 and 1.49. The t- value is 2.54 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of rural and urban secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Evaluation :** It can be observed from table 4.29 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 8.34 and 8.02 with the respective standard deviations 1.41 and 1.13. The t- value is 1.36 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in evaluation of rural and urban secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Managerial :** It can be observed from table 4.29 that mean scores of managerial of rural and urban secondary school teachers are 8.45 and 8.08 with the respective standard deviations 1.12 and 1.41. The t- value is 1.66 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in managerial of rural and urban secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Total teaching competency :** It can be observed from table 4.29 that mean scores of Total teaching competency of rural and urban secondary school teachers are 81.19 and 80.68 with the respective standard deviations 6.96 and 8.23. The t- value is 0.37 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teaching competency of rural and urban secondary school teachers having less than 5 years of teaching experience’ is accepted.

It is found that planning (pre-instructional), presentation (instructional) and closing differs for rural and urban teachers having less than 5 years of teaching experience showing that rural teachers are more competent in planning (pre-instructional) and closing and urban teachers are more competent in presentation (instructional). It may also be observed from the data that there is no significant difference in evaluation and managerial for rural and urban secondary school teachers. Further it was found that there is no significant difference in teaching competency of rural and urban secondary school teachers having less than 5 years of teaching experience.

**Table 4.30: Difference between mean scores of rural and urban secondary school teachers having 5-10 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning (pre-instructional )	16.39	2.66	1.67	Not Significant
	Urban		15.44	3.28		
2	Rural	Presentation (Instructional)	45.33	4.60	0.17	Not Significant
	Urban		45.18	4.42		
3	Rural	Closing	9.28	1.60	1.31	Not Significant
	Urban		8.88	1.60		
4	Rural	Evaluation	9.18	1.80	1.06	Not Significant
	Urban		8.86	1.41		
5	Rural	Managerial	9.32	1.61	2.58	Significant
	Urban		8.66	1.06		
6	Rural	Total Teaching competency	89.52	7.87	1.72	Not Significant
	Urban		87.03	7.38		

Rural  $N_1 = 83$

Urban  $N_2 = 48$

**Planning (pre-instructional) :** It can be observed from table 4.30 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 16.39 and 15.44 with the respective standard deviations 2.66 and 3.28. The t- value is 1.67 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Presentation (instructional) :** It can be observed from table 4.30 that mean scores of planning (instructional) of rural and urban secondary school teachers are 45.33 and 45.18 with the respective standard deviations 4.60 and 4.42. The t- value is 0.17 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation (instructional) of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Closing :** It can be observed from table 4.30 that mean scores of closing of rural and urban secondary school teachers are 9.28 and 8.88 with the respective standard deviations 1.60 and 1.60. The t- value is 1.31 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Evaluation :** It can be observed from table 4.30 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 9.18 and 8.86 with the respective standard deviations 1.80 and 1.41. The t- value is 1.06 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in evaluation of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Managerial :** It can be observed from table 4.30 that mean scores of managerial of rural and urban secondary school teachers are 9.32 and 8.66 with the respective standard deviations 1.61 and 1.06. The t- value is 2.58 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in managerial of rural and urban secondary school teachers having 5-10 years of teaching experience’ is rejected.

**Total teaching competency :** It can be observed from table 4.30 that mean scores of Total teaching competency of rural and urban secondary school teachers are 89.52 and 87.03 with the respective standard deviations 7.87 and 7.38. The t- value is 1.72 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teaching competency of rural and urban secondary school teachers having 5-10 years of teaching experience’ is accepted.

It is found that managerial differs for rural and urban teachers showing that rural teachers are more competent in managerial. It may also be observed from the data that there is no significant difference in planning (pre-instructional), presentation (instructional), closing and evaluation for rural and urban secondary school teachers having 5-10 years of teaching experience. Further it was found that there is no significant difference in teaching competency of rural and urban secondary school teachers having 5-10 years of teaching experience.

**Table 4.31: Difference between mean scores of rural and urban secondary school teachers having 10-15 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning (pre-instructional )	17.75	1.77	1.12	Not Significant
	Urban		17	3.19		
2	Rural	Presentation (Instructional)	48.67	4.14	1.59	Not Significant
	Urban		50.9	6.47		
3	Rural	Closing	10.67	1.51	2.34	Significant
	Urban		9.82	1.44		
4	Rural	Evaluation	10.03	1.50	0.91	Not Significant
	Urban		9.65	1.84		
5	Rural	Managerial	9.46	1.03	0.28	Not Significant
	Urban		9.55	1.33		
6	Rural	Total Teaching competency	96.60	6.39	0.14	Not Significant
	Urban		96.92	10.59		

Rural  $N_1 = 28$

Urban  $N_2 = 40$

**Planning (pre-instructional) :** It can be observed from table 4.31 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 17.75 and 17.00 with the respective standard deviations 1.77 and 3.19. The t- value is 1.12 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Presentation (instructional) :** It can be observed from table 4.31 that mean scores of planning (instructional) of rural and urban secondary school teachers are 48.67 and 50.90

with the respective standard deviations 4.14 and 6.47. The t- value is 1.59 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation(instructional) of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

**Closing :** It can be observed from table 4.31 that mean scores of closing of rural and urban secondary school teachers are 10.67 and 9.82 with the respective standard deviations 1.51 and 1.44. The t- value is 2.34 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

**Evaluation :** It can be observed from table 4.31 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 10.03 and 9.65 with the respective standard deviations 1.50 and 1.84. The t- value is 0.91 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

**Managerial :** It can be observed from table 4.31 that mean scores of managerial of rural and urban secondary school teachers are 9.46 and 9.55 with the respective standard deviations 1.03 and 1.33. The t- value is 0.28 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

**Total teaching competency :** It can be observed from table 4.31 that mean scores of Total teaching competency of rural and urban secondary school teachers are 96.60 and 96.92 with the respective standard deviations 6.39 and 10.59. The t- value is 0.14 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no

significant difference in total teaching competency of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

It is found that closing differs for rural and urban teachers showing that rural teachers are more competent in closing. It may also be observed from the data that there is no significant difference in planning (pre-instructional), presentation (instructional), evaluation and managerial for rural and urban secondary school teachers. Further it was found that there is no significant difference in teaching competency of rural and urban secondary school teachers having 10-15 years of teaching experience.

**Table 4.32: Difference between mean scores of rural and urban secondary school teachers having more than 15 years of experience with regard to teaching competency along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning (pre-instructional )	18.80	2.22	0.85	Not Significant
	Urban		18.32	2.86		
2	Rural	Presentation (Instructional)	51.19	5.13	0.75	Not Significant
	Urban		52.16	6.50		
3	Rural	Closing	10.94	1.62	4.16	Significant
	Urban		9.45	1.68		
4	Rural	Evaluation	10.38	2.01	2.20	Significant
	Urban		9.54	1.57		
5	Rural	Managerial	10.36	1.64	2.60	Significant
	Urban		9.50	1.42		
6	Rural	Total Teaching competency	101.69	9.48	1.26	Not Significant
	Urban		99	10.16		

Government  $N_1 = 36$

Private  $N_2 = 53$



**Planning (pre-instructional) :** It can be observed from table 4.32 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 18.80 and 18.32 with the respective standard deviations 2.22 and 2.86. The t- value is 0.85 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Presentation (instructional) :** It can be observed from table 4.32 that mean scores of planning (instructional) of rural and urban secondary school teachers are 51.19 and 52.16 with the respective standard deviations 5.13 and 6.50. The t- value is 0.75 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in presentation(instructional) of rural and urban secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Closing :** It can be observed from table 4.32 that mean scores of closing of rural and urban secondary school teachers are 10.94 and 9.45 with the respective standard deviations 1.62 and 1.68. The t- value is 4.16 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in closing of rural and urban secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Evaluation :** It can be observed from table 4.32 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 10.38 and 9.54 with the respective standard deviations 2.01 and 1.57. The t- value is 2.20 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in evaluation of rural and urban secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Managerial :** It can be observed from table 4.32 that mean scores of managerial of rural and urban secondary school teachers are 10.36 and 9.50 with the respective standard deviations 1.64 and 1.42. The t- value is 2.60 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in managerial of rural and urban secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Total teaching competency :** It can be observed from table 4.32 that mean scores of Total teaching competency of rural and urban secondary school teachers are 101.69 and 99.00 with the respective standard deviations 9.48 and 10.16. The t- value is 1.26 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total teaching competency of rural and urban secondary school teachers having more than 15 years of teaching experience’ is accepted.

It is found that closing, evaluation and managerial differs for rural and urban teachers showing that rural teachers are more competent in respective dimensions. It may also be observed from the data that there is no significant difference in planning (pre-instructional) and presentation (instructional) for rural and urban secondary school teachers. Further it was found that there is no significant difference in teaching competency of rural and urban secondary school teachers having more than 15 years of teaching experience.

Further, from analysis of teaching competencies of rural and urban secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience it is found that there is no significant difference in teaching competencies at any levels of experience.

## Part - C

### 4.1.3 Comparison among Different Groups of Spiritual Intelligence

This part has been devoted to locate the significant differences, if any, in the spiritual intelligence of secondary school teachers with respect to type of school, gender, locality and teaching experience.

**Table 4.33: Difference between mean scores of government and private secondary school teachers with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Critical thinking	14.25	3.95	5.117	Significant
	Private		12.42	3.15		
2	Government	Personal meaning	12.21	3.34	7.49	Significant
	Private		9.91	3.14		
3	Government	Transcendental awareness	13.37	4.31	4.02	Significant
	Private		11.96	2.90		
4	Government	Conscious status	11.86	3.60	6.93	Significant
	Private		9.72	3.05		
5	Government	Total spiritual intelligence	51.69	12.03	8.00	Significant
	Private		44.03	8.97		

Government  $N_1 = 200$

Private  $N_2 = 200$

**Critical thinking :** It can be observed from table 4.33 that mean scores of critical thinking of government and private secondary school teachers are 14.25 and 12.42 with the respective standard deviations 3.95 and 3.15. The t- value is 5.11 which is significant at 0.05

level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of government and private secondary school teachers’ is rejected.

**Personal meaning :** It can be observed from table 4.33 that mean scores of personal meaning of government and private secondary school teachers are 12.21 and 9.91 with the respective standard deviations 3.34 and 3.14. The t- value is 7.49 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of government and private secondary school teachers’ is rejected.

**Transcendental awareness :** It can be observed from table 4.33 that mean scores of transcendental awareness of government and private secondary school teachers are 13.37 and 11.96 with the respective standard deviations 4.31 and 2.90. The t- value is 4.02 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of government and private secondary school teachers’ is rejected.

**Conscious state :** It can be observed from table 4.33 that mean scores of Conscious state of government and private secondary school teachers are 11.86 and 9.72 with the respective standard deviations 3.60 and 3.05. The t- value is 6.93 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of government and private secondary school teachers’ is rejected.

**Total spiritual intelligence :** It can be observed from table 4.33 that mean scores of total spiritual intelligence of government and private secondary school teachers are 51.69 and 44.03 with the respective standard deviations 12.03 and 8.97. The t- value is 8.00 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of government and private secondary school teachers’ is rejected.

It may be concluded that total spiritual intelligence along with its all four dimensions have a significant difference between government and private secondary school teachers. The mean score of government teachers in total and for all dimensions is higher which shows that government teachers have more spiritual intelligence as compared to private secondary school teachers.

**Table 4.34: Difference between mean scores of male and female secondary school teachers with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	13.66	3.59	1.99	Significant
	Female		13.01	3.75		
2	Male	Personal meaning	11.52	3.36	2.97	Significant
	Female		10.60	3.46		
3	Male	Transcendental awareness	13.39	3.91	4.24	Significant
	Female		11.94	3.42		
4	Male	Conscious status	11.28	3.39	3.18	Significant
	Female		10.30	3.55		
5	Male	Total spiritual intelligence	49.85	11.15	4.34	Significant
	Female		45.87	11.06		

Male  $N_1 = 200$

Female  $N_2 = 200$

**Critical thinking :** It can be observed from table 4.34 that mean scores of critical thinking of male and female secondary school teachers are 13.66 and 13.01 with the respective standard deviations 3.59 and 3.75. The t- value is 1.99 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of male and female secondary school teachers’ is rejected.

**Personal meaning :** It can be observed from table 4.34 that mean scores of personal meaning of male and female secondary school teachers are 11.52 and 10.60 with the respective standard deviations 3.36 and 3.46. The t- value is 2.97 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of male and female secondary school teachers’ is rejected.

**Transcendental awareness :** It can be observed from table 4.34 that mean scores of Transcendental awareness of male and female secondary school teachers are 13.39 and 11.94 with the respective standard deviations 3.91 and 3.42. The t- value is 4.24 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of male and female secondary school teachers’ is rejected.

**Conscious state :** It can be observed from table 4.34 that mean scores of Conscious state of male and female secondary school teachers are 11.28 and 10.30 with the respective standard deviations 3.39 and 3.55. The t- value is 3.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of male and female secondary school teachers’ is rejected.

**Total spiritual intelligence :** It can be observed from table 4.34 that mean scores of total spiritual intelligence of male and female secondary school teachers are 49.85 and 45.87 with the respective standard deviations 11.15 and 11.06. The t- value is 4.34 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of male and female secondary school teachers’ is rejected.

It may be concluded that total spiritual intelligence along with its all four dimensions have a significant difference between male and female secondary school teachers. The mean

score of male teachers in total and for all dimensions was higher which shows that male teachers have more spiritual intelligence as compared to female secondary school teachers.

**Table 4.35: Difference between mean scores of rural and urban secondary school teachers with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Critical thinking	13.73	3.90	2.25	Significant
	Urban		12.94	3.41		
2	Rural	Personal meaning	11.55	3.56	3.22	Significant
	Urban		10.57	3.24		
3	Rural	Transcendental awareness	13.22	3.77	3.18	Significant
	Urban		12.11	3.63		
4	Rural	Conscious status	11.18	3.59	2.44	Significant
	Urban		10.4	3.38		
5	Rural	Total spiritual intelligence	49.7	11.53	3.79	Significant
	Urban		46.02	10.72		

Rural  $N_1 = 200$

Urban  $N_2 = 200$

**Critical thinking :** It can be observed from table 4.35 that mean scores of critical thinking of rural and urban secondary school teachers are 13.73 and 12.94 with the respective standard deviations 3.90 and 3.41. The t- value is 2.25 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of rural and urban secondary school teachers’ is rejected.

**Personal meaning :** It can be observed from table 4.35 that mean scores of personal meaning of rural and urban secondary school teachers are 11.55 and 10.57 with the respective standard deviations 3.56 and 3.24. The t- value is 3.22 which is significant at 0.05 level of

significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of rural and urban secondary school teachers’ is rejected.

**Transcendental awareness :** It can be observed from table 4.35 that mean scores of Transcendental awareness of rural and urban secondary school teachers are 13.22 and 12.11 with the respective standard deviations 3.77 and 3.63. The t- value is 3.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of rural and urban secondary school teachers’ is rejected.

**Conscious state :** It can be observed from table 4.35 that mean scores of Conscious state of rural and urban secondary school teachers are 11.18 and 10.4 with the respective standard deviations 3.59 and 3.38. The t- value is 2.44 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of rural and urban secondary school teachers’ is rejected.

**Total spiritual intelligence :** It can be observed from table 4.35 that mean scores of total spiritual intelligence of rural and urban secondary school teachers are 49.70 and 46.02 with the respective standard deviations 11.53 and 0.72. The t- value is 3.79 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of rural and urban secondary school teachers’ is rejected.

It may be concluded that total spiritual intelligence along with its all four dimensions have a significant difference between rural and urban secondary school teachers. The mean score of rural teachers in total and for all dimensions was higher which shows that rural teachers have more spiritual intelligence as compared to urban secondary school teachers.



**Table 4.36 (a): Difference between mean scores of spiritual intelligence of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience**

S. No.	Teaching experience in years	Number of teachers	Mean	S.D.
1	less than 5	131	42.74	9.32
2	5-10	112	46.61	9.96
3	10-15	68	51.33	8.90
4	more than 15	89	54.30	13.03

**Table 4.36 (b): Significance of mean difference in spiritual intelligence among secondary school teachers with regards to teaching experience**

Source of variation	df	SS	MS	F	Significance at 0.05 level
Between groups	3	8114.22	2704.74	25.14	Significant
Within groups	396	42601.20	107.57		

It can be observed from table 4.36 (a) that the mean scores and standard deviation values of the teachers according to different teaching experience are as 42.74, 9.32 for (less than 5), 46.61, 9.96 for (5-10), 51.33, 8.90 for (10-15) and 54.30, 13.03 for (more than 15) respectively.

It can also be observed from table 4.36 (b) that the values of sum of squares of between groups and within groups are 8114.22 and 42601.20 with respective mean square values 2704.74 and 107.57. The calculated F ratio is 25.14, which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e., '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' is rejected.

It may be concluded from the data 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 spiritual intelligence

increases with increase in teaching experience as a result the secondary school teachers having more than 15 years teaching experience have highest value of spiritual intelligence as compared to other groups.

**Table 4.37: Difference between mean scores of government and private secondary school teachers having less than 5 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Critical thinking	13.37	3.33	4.40	Significant
	Private		11.03	2.58		
2	Government	Personal meaning	12.37	3.38	6.55	Significant
	Private		8.77	2.71		
3	Government	Transcendental awareness	12.97	3.75	3.81	Significant
	Private		10.81	2.61		
4	Government	Conscious status	11.55	3.80	5.81	Significant
	Private		8.44	2.30		
5	Government	Total spiritual intelligence	50.27	10.44	7.81	Significant
	Private		39.06	5.96		

Government  $N_1 = 43$

Private  $N_2 = 88$

**Critical thinking :** It can be observed from table 4.37 that mean scores of critical thinking of government and private secondary school teachers are 13.37 and 11.03 with the respective standard deviations 3.33 and 2.58. The t- value is 4.40 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of government and private secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Personal meaning :** It can be observed from table 4.37 that mean scores of personal meaning of government and private secondary school teachers are 12.37 and 8.77 with the respective standard deviations 3.38 and 2.71. The t- value is 6.55 which is significant at 0.05

level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of government and private secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Transcendental awareness :** It can be observed from table 4.37 that mean scores of transcendental awareness of government and private secondary school teachers are 12.97 and 10.81 with the respective standard deviations 3.75 and 2.61. The t- value is 3.81 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of government and private secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Conscious state :** It can be observed from table 4.37 that mean scores of Conscious state of government and private secondary school teachers are 11.55 and 8.44 with the respective standard deviations 3.80 and 2.30. The t- value is 5.81 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of government and private secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Total spiritual intelligence :** It can be observed from table 4.37 that mean scores of total spiritual intelligence of government and private secondary school teachers are 50.27 and 39.06 with the respective standard deviations 10.44 and 5.96. The t- value is 7.81 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of government and private secondary school teachers having less than 5 years of teaching experience’ is rejected.

It is found that there is a significant difference in total spiritual intelligence along with all its four dimensions viz. critical thinking, personal meaning, transcendental awareness and conscious state. It is also observed from the data that government teachers possess more

spiritual intelligence than private secondary school teachers in less than 5 teaching experience group.

**Table 4.38: Difference between mean scores of government and private secondary school teachers having 5-10 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Critical thinking	13.89	3.99	0.93	Not Significant
	Private		13.24	3.32		
2	Government	Personal meaning	11.21	2.93	1.47	Not Significant
	Private		10.31	3.33		
3	Government	Transcendental awareness	11.86	3.96	0.11	Not Significant
	Private		11.93	2.60		
4	Government	Conscious status	11.10	3.50	1.64	Not Significant
	Private		10.09	3.00		
5	Government	Total spiritual intelligence	48.08	10.92	1.30	Not Significant
	Private		45.59	9.17		

Government  $N_1 = 46$

Private  $N_2 = 66$

**Critical thinking :** It can be observed from table 4.38 that mean scores of critical thinking of government and private secondary school teachers are 13.89 and 13.24 with the respective standard deviations 3.99 and 3.32. The t- value is 0.93 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of government and private secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Personal meaning :** It can be observed from table 4.38 that mean scores of personal meaning of government and private secondary school teachers are 11.21 and 10.31 with the

respective standard deviations 2.93 and 3.33. The t- value is 1.47 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of government and private secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Transcendental awareness :** It can be observed from table 4.38 that mean scores of transcendental awareness of government and private secondary school teachers are 11.86 and 11.93 with the respective standard deviations 3.96 and 2.60. The t- value is 0.11 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of government and private secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Conscious state :** It can be observed from table 4.38 that mean scores of Conscious state of government and private secondary school teachers are 11.10 and 10.09 with the respective standard deviations 3.50 and 3.00. The t- value is 1.64 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of government and private secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Total spiritual intelligence :** It can be observed from table 4.38 that mean scores of total spiritual intelligence of government and private secondary school teachers are 48.08 and 45.59 with the respective standard deviations 10.92 and 9.17. The t- value is 1.30 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of government and private secondary school teachers having 5-10 years of teaching experience’ is accepted.

It is observed from the data that there is no significant difference in spiritual intelligence along with all of its dimensions of government and private secondary school teachers having 5-10 years of teaching experience.

**Table 4.39: Difference between mean scores of government and private secondary school teachers having 10-15 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Critical thinking	14.11	3.48	0.18	Not Significant
	Private		13.96	2.93		
2	Government	Personal meaning	11.44	2.55	0.37	Not Significant
	Private		11.18	3.06		
3	Government	Transcendental awareness	14.13	4.06	0.24	Not Significant
	Private		14.34	2.74		
4	Government	Conscious status	12.05	3.47	0.84	Not Significant
	Private		11.37	3.37		
5	Government	Total spiritual intelligence	51.75	9.82	0.40	Not Significant
	Private		50.87	7.88		

Government  $N_1 = 36$

Private  $N_2 = 32$

**Critical thinking :** It can be observed from table 4.39 that mean scores of critical thinking of government and private secondary school teachers are 14.11 and 13.96 with the respective standard deviations 3.48 and 2.93. The t- value is 0.18 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of government and private secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Personal meaning :** It can be observed from table 4.39 that mean scores of personal meaning of government and private secondary school teachers are 11.44 and 11.18 with the respective standard deviations 2.55 and 3.06. The t- value is 0.37 which is not significant at

0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

**Transcendental awareness :** It can be observed from table 4.39 that mean scores of transcendental awareness of government and private secondary school teachers are 14.13 and 14.34 with the respective standard deviations 4.06 and 2.74. The t- value is 0.24 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

**Conscious state :** It can be observed from table 4.39 that mean scores of Conscious state of government and private secondary school teachers are 12.05 and 11.37 with the respective standard deviations 3.47 and 3.37. The t- value is 0.84 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

**Total spiritual intelligence :** It can be observed from table 4.39 that mean scores of total spiritual intelligence of government and private secondary school teachers are 51.75 and 50.87 with the respective standard deviations 9.82 and 7.88. The t- value is 0.40 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

It is observed from the data that there is no significant difference in spiritual intelligence along with all of its dimensions of government and private secondary school teachers having 10-15 years of teaching experience.

**Table 4.40: Difference between mean scores of government and private secondary school teachers having more than 15 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Critical thinking	15.05	4.36	1.04	Not Significant
	Private		13.78	2.75		
2	Government	Personal meaning	13.09	3.68	0.79	Not Significant
	Private		12.28	2.16		
3	Government	Transcendental awareness	14.14	4.73	0.22	Not Significant
	Private		13.85	2.28		
4	Government	Conscious status	12.40	3.72	0.10	Not Significant
	Private		12.28	2.78		
5	Government	Total spiritual intelligence	54.69	13.81	0.65	Not Significant
	Private		52.21	7.67		

Government  $N_1 = 75$

Private  $N_2 = 14$

**Critical thinking :** It can be observed from table 4.40 that mean scores of critical thinking of government and private secondary school teachers are 15.05 and 13.78 with the respective standard deviations 4.36 and 2.75. The t- value is 1.04 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of government and private secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Personal meaning :** It can be observed from table 4.40 that mean scores of personal meaning of government and private secondary school teachers are 13.09 and 12.28 with the respective standard deviations 3.68 and 2.16. The t- value is 0.79 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference



in personal meaning of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

**Transcendental awareness :** It can be observed from table 4.40 that mean scores of transcendental awareness of government and private secondary school teachers are 14.14 and 13.85 with the respective standard deviations 4.73 and 2.28. The t- value is 0.22 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

**Conscious state :** It can be observed from table 4.40 that mean scores of Conscious state of government and private secondary school teachers are 12.40 and 12.28 with the respective standard deviations 3.72 and 2.78. The t- value is 0.10 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

**Total spiritual intelligence :** It can be observed from table 4.40 that mean scores of total spiritual intelligence of government and private secondary school teachers are 54.69 and 52.21 with the respective standard deviations 13.81 and 7.67. The t- value is 0.65 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of government and private secondary school teachers having more than 15 years of teaching experience' is accepted. It is observed from the data that there is no significant difference in spiritual intelligence along with all of its dimensions of government and private secondary school teachers having more than 15 years of teaching experience.

Further, from the analysis of spiritual intelligence of government and private secondary school teachers it was found that teaching experience of 5-10, 10-15 and more than

15 years has no affect on spiritual intelligence. It is also found that teaching experience of less than 5 years affect the spiritual intelligence significantly.

**Table 4.41: Difference between mean scores of male and female secondary school teachers having less than 5 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	11.85	2.80	0.17	Not Significant
	Female		11.76	3.23		
2	Male	Personal meaning	10.46	3.00	1.49	Not Significant
	Female		9.57	3.63		
3	Male	Transcendental awareness	12.12	3.34	1.87	Not Significant
	Female		11.08	3.02		
4	Male	Conscious status	9.85	3.21	1.20	Not Significant
	Female		9.17	3.21		
5	Male	Total spiritual intelligence	44.30	9.22	1.66	Not Significant
	Female		41.58	9.29		

Male  $N_1 = 56$

Female  $N_2 = 75$

**Critical thinking :** It can be observed from table 4.41 that mean scores of critical thinking of male and female secondary school teachers are 11.85 and 11.76 with the respective standard deviations 2.80 and 3.23. The t- value is 0.17 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Personal meaning :** It can be observed from table 4.41 that mean scores of personal meaning of male and female secondary school teachers are 10.46 and 9.57 with the respective standard deviations 3.00 and 3.63. The t- value is 1.49 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Transcendental awareness :** It can be observed from table 4.41 that mean scores of transcendental awareness of male and female secondary school teachers are 12.12 and 11.08 with the respective standard deviations 3.34 and 3.02. The t- value is 1.87 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Conscious state :** It can be observed from table 4.41 that mean scores of Conscious state of male and female secondary school teachers are 9.85 and 9.17 with the respective standard deviations 3.21 and 3.21. The t- value is 1.20 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Total spiritual intelligence :** It can be observed from table 4.41 that mean scores of total spiritual intelligence of male and female secondary school teachers are 44.30 and 41.58 with the respective standard deviations 9.22 and 9.29. The t- value is 1.66 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of male and female secondary school teachers having less than 5 years of teaching experience’ is accepted.

It is observed from the data that there is no significant difference in spiritual intelligence along with all of its dimensions of male and female secondary school teachers having less than 5 years of teaching experience.

**Table 4.42: Difference between mean scores of male and female secondary school teachers having 5-10 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	13.50	3.49	0.0004	Not Significant
	Female		13.50	3.75		
2	Male	Personal meaning	10.60	3.24	0.28	Not Significant
	Female		10.77	3.17		
3	Male	Transcendental awareness	11.83	3.29	0.23	Not Significant
	Female		11.98	3.15		
4	Male	Conscious status	10.58	2.85	0.23	Not Significant
	Female		10.43	3.60		
5	Male	Total spiritual intelligence	46.52	9.40	0.09	Not Significant
	Female		46.70	10.55		

Male  $N_1 = 56$

Female  $N_2 = 75$

**Critical thinking :** It can be observed from table 4.42 that mean scores of critical thinking of male and female secondary school teachers are 13.50 and 13.50 with the respective standard deviations 3.49 and 3.75. The t- value is 0.0004 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Personal meaning :** It can be observed from table 4.42 that mean scores of personal meaning of male and female secondary school teachers are 10.60 and 10.77 with the respective standard deviations 3.24 and 3.17. The t- value is 0.28 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Transcendental awareness :** It can be observed from table 4.42 that mean scores of transcendental awareness of male and female secondary school teachers are 11.83 and 11.98 with the respective standard deviations 3.29 and 3.15. The t- value is 0.23 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Conscious state :** It can be observed from table 4.42 that the mean scores of Conscious state of male and female secondary school teachers are 10.58 and 10.43 with the respective standard deviations 2.85 and 3.60. The t- value is 0.23 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

**Total spiritual intelligence :** It can be observed from table 4.42 that mean scores of total spiritual intelligence of male and female secondary school teachers are 46.52 and 46.70 with the respective standard deviations 9.40 and 10.55. The t- value is 0.09 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of male and female secondary school teachers having 5-10 years of teaching experience’ is accepted.

It is observed from the data that there is no significant difference in spiritual intelligence along with all of its dimensions of male and female secondary school teachers having 5-10 years of teaching experience.

**Table 4.43: Difference between mean scores of male and female secondary school teachers having 10-15 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	14.25	3.05	0.62	Not Significant
	Female		13.75	3.47		
2	Male	Personal meaning	11.25	2.64	0.25	Not Significant
	Female		11.42	3.02		
3	Male	Transcendental awareness	15.02	3.26	2.30	Significant
	Female		13.10	3.53		
4	Male	Conscious status	11.52	3.19	0.62	Not Significant
	Female		12.03	3.52		
5	Male	Total spiritual intelligence	52.05	7.88	0.78	Not Significant
	Female		50.32	10.26		

Male  $N_1 = 40$

Female  $N_2 = 28$

**Critical thinking :** It can be observed from table 4.43 that mean scores of critical thinking of male and female secondary school teachers are 14.25 and 13.75 with the respective standard deviations 3.05 and 3.47. The t- value is 0.62 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Personal meaning :** It can be observed from table 4.43 that mean scores of personal meaning of male and female secondary school teachers are 11.25 and 11.42 with the respective standard deviations 2.64 and 3.02. The t- value is 0.25 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Transcendental awareness :** It can be observed from table 4.43 that mean scores of transcendental awareness of male and female secondary school teachers are 15.02 and 13.10 with the respective standard deviations 3.26 and 3.53. The t- value is 2.30 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of male and female secondary school teachers having 10-15 years of teaching experience’ is rejected.

**Conscious state :** It can be observed from table 4.43 that mean scores of Conscious state of male and female secondary school teachers are 11.52 and 12.03 with the respective standard deviations 3.19 and 3.52. The t- value is 0.62 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Total spiritual intelligence :** It can be observed from table 4.43 that mean scores of total spiritual intelligence of male and female secondary school teachers are 52.05 and 50.32 with the respective standard deviations 7.88 and 10.26. The t- value is 0.78 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of male and female secondary school teachers having 10-15 years of teaching experience’ is accepted.

It is found that transcendental awareness differs significantly for male and female secondary school teachers showing that males have a higher transcendental awareness. It is also observed from the data that there is no significant difference in critical thinking, personal meaning and conscious state of male and females. Further it is found that there is no significant difference in spiritual intelligence of male and female secondary school teachers having 10-15 years of teaching experience.

**Table 4.44: Difference between mean scores of male and female secondary school teachers having more than 15 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	15.42	4.01	1.45	Not Significant
	Female		14.15	4.28		
2	Male	Personal meaning	13.97	3.26	3.18	Significant
	Female		11.72	3.38		
3	Male	Transcendental awareness	15.24	4.43	2.79	Significant
	Female		12.70	4.05		
4	Male	Conscious status	13.48	3.26	3.42	Significant
	Female		11.02	3.51		
5	Male	Total spiritual intelligence	58.14	12.07	3.23	Significant
	Female		49.60	12.76		

Male  $N_1 = 49$

Female  $N_2 = 40$

**Critical thinking :** It can be observed from table 4.44 that mean scores of critical thinking of male and female secondary school teachers are 15.42 and 14.15 with the respective standard deviations 4.01 and 4.28. The t- value is 1.45 which is not significant at



0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of male and female secondary school teachers having more than 15 years of teaching experience’ is accepted.

**Personal meaning :** It can be observed from table 4.44 that mean scores of personal meaning of male and female secondary school teachers are 13.97 and 11.72 with the respective standard deviations 3.26 and 3.38. The t- value is 3.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of male and female secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Transcendental awareness :** It can be observed from table 4.44 that mean scores of transcendental awareness of male and female secondary school teachers are 15.24 and 12.70 with the respective standard deviations 4.43 and 4.05. The t- value is 2.79 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of male and female secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Conscious state :** It can be observed from table 4.44 that the mean scores of Conscious state of male and female secondary school teachers are 13.48 and 11.02 with the respective standard deviations 3.26 and 3.51. The t- value is 3.42 which significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of male and female secondary school teachers having more than 15 years of teaching experience’ is rejected.

**Total spiritual intelligence :** It can be observed from table 4.44 that mean scores of total spiritual intelligence of male and female secondary school teachers are 58.14 and 49.60 with the respective standard deviations 12.07 and 12.76. The t- value is 3.23 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of male and female secondary school teachers having more than 15 years of teaching experience’ is rejected.

It is found that critical thinking does not differ significantly for male and female secondary school teachers having more than 15 years of teaching experience. It is also observed from the data that personal meaning, transcendental awareness and conscious state differs significantly for male and female teachers showing that male teachers have a higher level of spiritual intelligence. Further, it was found that there is a significant difference in spiritual intelligence of male and female secondary school teachers having more than 15 years of teaching experience.

Further, from the analysis of spiritual intelligence of male and female secondary school teachers it was found that teaching experience of less than 5, 5-10 and 10-15 years has no effect on spiritual intelligence. It is also found that teaching experience of more than 15 years affect the spiritual intelligence significantly.

**Table 4.45: Difference between mean scores of rural and urban secondary school teachers having less than 5 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Critical thinking	11.90	3.36	0.50	Not Significant
	Urban		11.62	2.42		
2	Rural	Personal meaning	10.53	3.28	2.61	Significant
	Urban		8.95	3.38		
3	Rural	Transcendental awareness	11.55	3.27	0.12	Not Significant
	Urban		11.47	3.08		
4	Rural	Conscious status	9.92	3.34	2.18	Significant
	Urban		8.66	2.85		
5	Rural	Total spiritual intelligence	43.91	10.04	1.90	Not Significant
	Urban		40.72	7.60		

Rural  $N_1 = 83$

Urban  $N_2 = 48$

**Critical thinking :** It can be observed from table 4.45 that mean scores of critical thinking of rural and urban secondary school teachers are 11.90 and 11.62 with the respective standard deviations 3.36 and 2.42. The t- value is 0.50 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of rural and urban secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Personal meaning :** It can be observed from table 4.45 that mean scores of personal meaning of rural and urban secondary school teachers are 10.53 and 8.95 with the respective standard deviations 3.28 and 3.38. The t- value is 2.61 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of rural and urban secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Transcendental awareness :** It can be observed from table 4.45 that the mean scores of transcendental awareness of rural and urban secondary school teachers are 11.55 and 11.47 with the respective standard deviations 3.27 and 3.08. The t- value is 0.12 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of rural and urban secondary school teachers having less than 5 years of teaching experience’ is accepted.

**Conscious state :** It can be observed from table 4.45 that the mean scores of Conscious state of rural and urban secondary school teachers are 9.92 and 8.66 with the respective standard deviations 3.34 and 2.85. The t- value is 2.18 which significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of rural and urban secondary school teachers having less than 5 years of teaching experience’ is rejected.

**Total spiritual intelligence :** It can be observed from table 4.45 that the mean scores of total spiritual intelligence of rural and urban secondary school teachers are 43.91 and 40.72

with the respective standard deviations 10.04 and 7.60. The t- value is 1.90 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of rural and urban secondary school teachers having less than 5 years of teaching experience’ is accepted.

It is found that personal meaning and conscious state differs significantly for rural and urban secondary school teachers showing that rural teachers are higher in respective dimensions. It is also observed from the data that there is no significant difference in critical thinking and transcendental awareness of rural and urban secondary school teachers. Further it was found that there is no significant difference in spiritual intelligence of rural and urban secondary school teachers having less than 5 years of teaching experience.

**Table 4.46: Difference between mean scores of rural and urban secondary school teachers having 5-10 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Critical thinking	14.50	3.87	2.86	Significant
	Urban		12.61	3.12		
2	Rural	Personal meaning	11.26	3.59	1.82	Not Significant
	Urban		10.16	2.72		
3	Rural	Transcendental awareness	13.26	3.53	4.58	Significant
	Urban		10.69	2.32		
4	Rural	Conscious status	11.33	3.45	2.63	Significant
	Urban		9.76	2.87		
5	Rural	Total spiritual intelligence	50.37	10.90	4.03	Significant
	Urban		43.23	7.67		

Rural  $N_1 = 53$   
 Urban  $N_2 = 59$

**Critical thinking :** It can be observed from table 4.46 that mean scores of critical thinking of rural and urban secondary school teachers are 14.50 and 12.61 with the respective

standard deviations 3.87 and 3.12. The t- value is 2.86 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of rural and urban secondary school teachers having 5-10 years of teaching experience' is rejected.

**Personal meaning :** It can be observed from table 4.46 that mean scores of personal meaning of rural and urban secondary school teachers are 11.26 and 10.16 with the respective standard deviations 3.59 and 2.72. The t- value is 1.82 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

**Transcendental awareness :** It can be observed from table 4.46 that the mean scores of transcendental awareness of rural and urban secondary school teachers are 13.26 and 10.69 with the respective standard deviations 3.53 and 2.32. The t- value is 4.58 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of rural and urban secondary school teachers having 5-10 years of teaching experience' is rejected.

**Conscious state :** It can be observed from table 4.46 that the mean scores of Conscious state of rural and urban secondary school teachers are 11.33 and 9.76 with the respective standard deviations 3.45 and 2.87. The t- value is 2.63 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of rural and urban secondary school teachers having 5-10 years of teaching experience' is rejected.

**Total spiritual intelligence :** It can be observed from table 4.46 that the mean scores of total spiritual intelligence of rural and urban secondary school teachers are 50.37 and 43.23 with the respective standard deviations 10.90 and 7.67. The t- value is 4.03 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of rural and urban secondary school teachers having 5-10 years of teaching experience' is rejected.

It is found that personal meaning does not differ significantly for rural and urban secondary school teachers. It is also observed from the data that critical thinking, transcendental awareness and conscious state differ significantly for rural and urban teachers

showing that rural teachers have a higher level of spiritual intelligence. Further, it was found that there is a significant difference in spiritual intelligence of rural and urban secondary school teachers having 5-10 years of teaching experience.

**Table 4.47: Difference between mean scores of rural and urban secondary school teachers having 10-15 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Critical thinking	15.39	3.17	3.07	Significant
	Urban		13.10	2.92		
2	Rural	Personal meaning	11.78	3.23	1.14	Not Significant
	Urban		11.00	2.41		
3	Rural	Transcendental awareness	15.35	3.16	2.29	Significant
	Urban		13.45	3.51		
4	Rural	Conscious status	12.46	3.73	1.53	Not Significant
	Urban		11.22	2.93		
5	Rural	Total spiritual intelligence	55.00	8.19	3.00	Significant
	Urban		48.77	8.57		

Rural  $N_1 = 28$

Urban  $N_2 = 40$

**Critical thinking :** It can be observed from table 4.47 that mean scores of critical thinking of rural and urban secondary school teachers are 15.39 and 13.10 with the respective standard deviations 3.17 and 2.92. The t- value is 3.07 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

**Personal meaning :** It can be observed from table 4.47 that mean scores of personal meaning of rural and urban secondary school teachers are 11.78 and 11.00 with the respective standard deviations 3.23 and 2.41. The t- value is 1.14 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of rural and urban secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Transcendental awareness :** It can be observed from table 4.47 that the mean scores of transcendental awareness of rural and urban secondary school teachers are 15.35 and 13.45 with the respective standard deviations 3.16 and 3.51. The t- value is 2.29 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of rural and urban secondary school teachers having 10-15 years of teaching experience’ is rejected.

**Conscious state :** It can be observed from table 4.47 that the mean scores of Conscious state of rural and urban secondary school teachers are 12.46 and 11.22 with the respective standard deviations 3.73 and 2.93. The t- value is 1.53 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of rural and urban secondary school teachers having 10-15 years of teaching experience’ is accepted.

**Total spiritual intelligence :** It can be observed from table 4.47 that the mean scores of total spiritual intelligence of rural and urban secondary school teachers are 55.00 and 48.77 with the respective standard deviations 8.19 and 8.57. The t- value is 3.00 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of rural and urban secondary school teachers having 10-15 years of teaching experience’ is rejected.

It is found that personal meaning and conscious state does not differ significantly for rural and urban secondary school teachers. It is also observed from the data that critical thinking and transcendental awareness differ significantly for rural and urban teachers showing that rural teachers have a higher level of spiritual intelligence for respective dimensions. Further it was found that there is a significant difference in spiritual intelligence of rural and urban secondary school teachers having 10-15 years of teaching experience.

**Table 4.48: Difference between mean scores of rural and urban secondary school teachers having more than 15 years of experience with regard to spiritual intelligence along with its various dimensions**

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Critical thinking	15.52	3.99	1.26	Not Significant
	Urban		14.39	4.24		
2	Rural	Personal meaning	14.16	3.18	2.77	Significant
	Urban		12.15	3.47		
3	Rural	Transcendental awareness	15.36	3.86	2.26	Significant
	Urban		13.24	4.61		
4	Rural	Conscious status	12.86	3.25	1.04	Not Significant
	Urban		12.05	3.77		
5	Rural	Total spiritual intelligence	57.91	10.95	2.20	Significant
	Urban		51.84	13.84		

Rural  $N_1 = 36$

Urban  $N_2 = 53$

**Critical thinking :** It can be observed from table 4.48 that mean scores of critical thinking of rural and urban secondary school teachers are 15.52 and 14.39 with the respective standard deviations 3.99 and 4.24. The t- value is 1.26 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical



thinking of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

**Personal meaning :** It can be observed from table 4.48 that mean scores of personal meaning of rural and urban secondary school teachers are 14.16 and 12.15 with the respective standard deviations 3.18 and 3.47. The t- value is 2.77 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

**Transcendental awareness :** It can be observed from table 4.48 that the mean scores of transcendental awareness of rural and urban secondary school teachers are 15.36 and 13.24 with the respective standard deviations 3.86 and 4.61. The t- value is 2.26 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

**Conscious state :** It can be observed from table 4.48 that the mean scores of Conscious state of rural and urban secondary school teachers are 12.86 and 12.05 with the respective standard deviations 3.25 and 3.77. The t- value is 1.04 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

**Total spiritual intelligence :** It can be observed from table 4.48 that the mean scores of total spiritual intelligence of rural and urban secondary school teachers are 57.91 and 51.84 with the respective standard deviations 10.95 and 13.84. The t- value is 2.20 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no

significant difference in total spiritual intelligence of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

It is found that critical thinking and conscious state does not differs significantly for rural and urban secondary school teachers. It is also observed from the data that personal meaning and transcendental awareness differ significantly for rural and urban teachers showing that rural teachers have a higher level of spiritual intelligence for respective dimensions. It is found that there is a significant difference in spiritual intelligence of rural and urban secondary school teachers having more than 15 years of teaching experience. Rural teachers are found more spiritual.

Further, from the analysis of spiritual intelligence of male and female secondary school teachers it is found that teaching experience of less than 5 years has no affect on spiritual intelligence. It is also found that teaching experience of 5-10, 10-15 and more than 15 years affect the spiritual intelligence significantly.

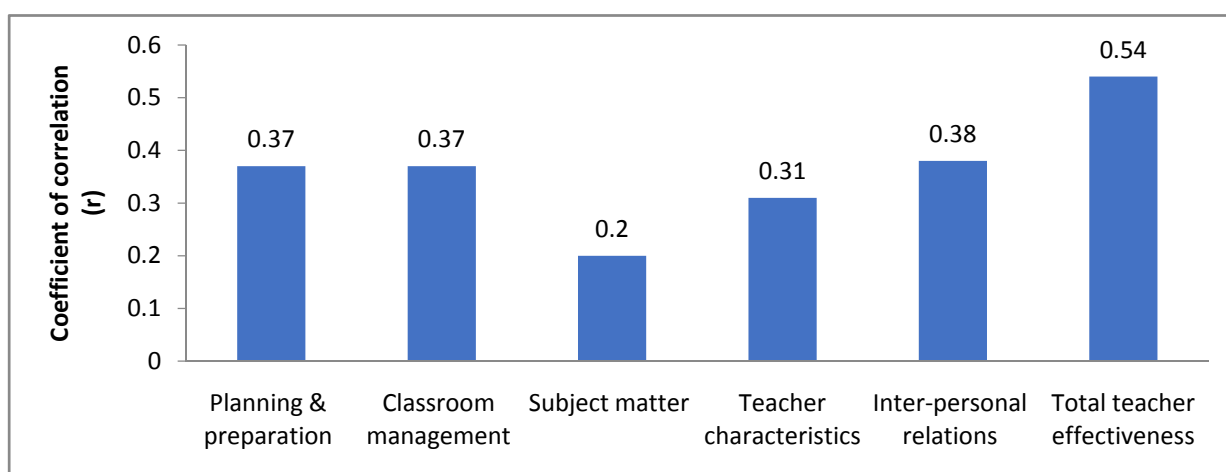
## Section - 2

### 4.2 Coefficient of Correlation between Teacher Effectiveness and Teaching Competency; and Teacher Effectiveness and Spiritual Intelligence

In this section, product moment method of coefficient correlation was used to see the relationship between teacher effectiveness and teaching competency; and teacher effectiveness and spiritual intelligence of secondary school teachers.

**Table 4.49: Coefficient of correlation (r) between teacher effectiveness (along with its dimensions) and teaching competency of secondary school teachers (N=400)**

S. No.	Variable	Coefficient of correlation (r)	Significance at 0.05 level
1	Planning and preparation and teaching competency	0.37	Significant
2	Classroom management and teaching competency	0.37	Significant
3	Subject matter and teaching competency	0.20	Significant
4	Teacher characteristics and teaching competency	0.31	Significant
5	Inter-personal relations and teaching competency	0.38	Significant
6	Total teacher effectiveness and teaching competency	0.54	Significant

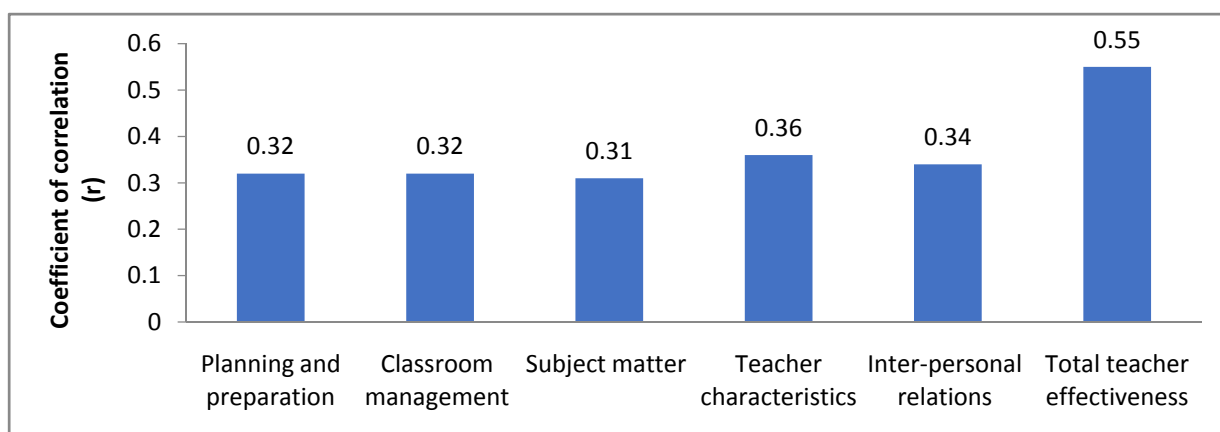


**Figure: 4.1 Coefficient of Correlation (r) between Teacher Effectiveness along with its Dimensions of Teacher Effectiveness and Teaching Competency of Secondary School Teachers (N = 400)**

Table 4.49 and figure 4.1 shows the coefficients of correlation (r) of total teacher effectiveness along with its all five dimensions viz. planning and preparation, classroom management, subject matter, teacher characteristics and inter-personal relations with teaching competency. It is also observed from the table that all the values of coefficient of correlation (r) are positive and exceed table value at 0.05 level of significance and 398 degree of freedom. Therefore, the null hypothesis i.e. 'there is no significant correlation between teacher effectiveness and teaching competency of secondary school teachers' is rejected. This implies that the relationship of teaching competency with all the five dimensions of teacher effectiveness as well as total teacher effectiveness is positive and significant. It implies that a teacher having higher level of teaching competency is likely to be more effective.

**Table 4.50: Coefficient of correlation (r) between teacher effectiveness along with its dimensions and spiritual intelligence of secondary school teachers (N=400)**

S. No.	Variable	Coefficient of correlation (r)	Significance at 0.05 level
1	Planning and preparation and spiritual intelligence	0.32	Significant
2	Classroom management and spiritual intelligence	0.32	Significant
3	Subject matter and spiritual intelligence	0.31	Significant
4	Teacher characteristics and spiritual intelligence	0.36	Significant
5	Inter-personal relations and spiritual intelligence	0.34	Significant
6	Total teacher effectiveness and spiritual intelligence	0.55	Significant



**Figure: 4.2 Coefficient of Correlation (r) between teacher effectiveness along with its Dimensions and Spiritual Intelligence of Secondary School Teachers (N = 400)**

Table 4.50 and figure 4.2 shows the coefficients of correlation (r) of total teacher effectiveness along with all its five dimensions viz. planning and preparation, classroom management, subject matter, teacher characteristics and inter-personal relations with spiritual intelligence. It is observed from the table that all the values of coefficient of correlation (r) are positive and exceed table value of at 0.05 level of significance and 398 degree of freedom. Therefore, the null hypothesis i.e. ‘there is no significant correlation between teacher effectiveness and spiritual intelligence of secondary school teachers’ is rejected. This implies that the relationship of spiritual intelligence with all the five dimensions of teacher effectiveness as well as total teacher effectiveness is positive and significant. It implies that a teacher having higher level of spiritual intelligence is likely to be more effective.

### 4.3 Conclusion

The collected data was analyzed and interpreted with respect to type of school, gender; locality and teaching experience for the three variables of present study i.e. Teacher Effectiveness, Teaching Competency and Spiritual Intelligence.

By comparing teacher effectiveness of secondary school teachers on the basis of type of school, gender, locality and teaching experience, it was found that type of school and

gender affects the teacher effectiveness of secondary school teachers. Government secondary school teachers were found to be more effective than private secondary school teachers; and male secondary schools teachers were found to be more effective than female secondary school teachers. It is also observed that locality does not affect the teacher effectiveness of secondary school teachers. The secondary school teachers having teaching experience of more than 15 years were more effective than other secondary school teachers.

By comparing teaching competency of secondary school teachers on the basis of type of school, gender, locality and teaching experience, it was found that government secondary school teachers were more competent than private secondary school teachers and male secondary schools teachers were more competent than female secondary school teachers whereas, locality does not affect the teaching competency of secondary school teacher. The secondary school teachers having teaching experience of more than 15 years were more competent than other groups of secondary school teachers.

By comparing spiritual intelligence of secondary school teachers on the basis of type of school, gender, locality and teaching experience, it was found that government secondary school teachers possess higher spiritual intelligence as compared to private secondary school teachers and spiritual intelligence of male secondary schools teachers were found higher as compared to female secondary school teachers. Among rural and urban secondary school teachers, rural secondary school teachers were found with a higher level of spiritual intelligence as compared to urban secondary school teachers. The spiritual intelligence of teachers having more than 15 years of teaching experience was more as compared to other groups of secondary school teachers.

From the correlation study it was found that teaching competency and spiritual intelligence affects teacher effectiveness and all its dimensions positively and significantly.

## **CHAPTER – V**

### **MAIN FINDINGS EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES**

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#### **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.

### **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**

<b>Sr. No.</b>	<b>Name of the district</b>	<b>Name of the block</b>	<b>Type of school</b>	<b>No. of schools</b>
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

<b>Basis of classification</b>	<b>Category</b>	<b>No of teachers</b>	<b>Total</b>
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.

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Dr. (Mrs.) Umme Kulsum (Bangalore)

Consumable Booklet

of

TES-KU

(English Version)

Please fill up the following Informations : Date

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Name \_\_\_\_\_

Father's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Sex : Male  Female

Qualifications \_\_\_\_\_ Designation \_\_\_\_\_

Experience (in years) \_\_\_\_\_

### Scoring and Interpretation

Raw Score	ROLES					Total Score
	A	B	C	D	E	
Total Raw Score	<input type="text"/>	z-Score	<input type="text"/>	Grade	<input type="text"/>	
Level of Effectiveness	<input type="text"/>					

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Step number you are attaining in the Next Three Years	Step number you are attaining now	STATEMENTS	St. No.
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### INSTRUCTIONS

If we perceive the best and the worst effective teachers and the other categories of them in terms of the rungs of the picture of the ladder given here, we can say that the best effective teachers could be placed on the 10th (highest) rung of the ladder and the worst effective ones on the 0th rung of the ladder. If one travels from the bottom to the top of the picture of the ladder given here, one would be having teachers with higher levels of effectiveness. If one travels from the top to the bottom of the picture of the ladder, one would be having teachers with lower and lower levels of effectiveness.

You have been a teacher at the Secondary School level for quite some time now. Hence, by now you might have attained some level (status) in respect of your effectiveness as a teacher. Also you might have been aspiring to attain some better level (status) in the next three years in terms of your being an effective teacher.

Please read the statements given on the next pages and indicate the step number on which you think you are now in the picture of the ladder in respect of your effectiveness as a teacher and the step number you aspire to reach in the picture of the ladder in respect of your effectiveness in the next three years, keeping in view the maximum possible effectiveness (BEST) of teachers and the least possible effectiveness (WORST) of teachers, as a frame of reference for your rating.

- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1
- 0

This is not an examination for you. There are no right or wrong answers in your responses. You should feel free in marking your responses. You may please start now.



Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years	SCORE
---------	------------	----------------------------	--	-------

1. I have full control over the subject I am teaching.
2. I plan my lessons well in advance.
3. I do motivate my students for learning.
4. I possess supportive behaviour.
5. I cooperate in the work of my school.
6. I adjust my teaching time judiciously.
7. I make use of audio-visual aids to make my teaching more effective.
8. I do exchange my experiences of subject-matter with my colleagues to become more knowledgeable.
9. I am fairly creative.
10. I am friendly with my colleagues.
11. I go to class on time and leave it on time.
12. I resort to remedial teaching whenever necessary.

AREA	A			B			C		D		E	
Sr. No.	2	6	11	3	7	12	1	8	4	9	5	10
SCORE												

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years	SCORE
13.	I have good expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	My knowledge of subject-matter is up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	I invite my students for discussion outside class hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	I value interaction of my students during teaching-learning sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	I keep on acquiring new knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	I am emotionally balanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	I do not discriminate students for personal reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	I am objective in evaluating my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	I am reasonably active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	I take a great deal of interest in parent-teacher association meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	I make my teaching interesting by giving examples and situations that are familiar to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	I try to stimulate the intellectual curiosity of my students during my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

AREA	A			B			C			D			E		
Sr. No.	23	16	20	24	14	17	13	18	21	15	19	22			
SCORE															



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Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years	SCORE
25.	I go to school neatly and smartly dressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	I do contribute in the meetings of professionals and scholarly societies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	I am systematic in my preparation of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	I conduct tests periodically to evaluate my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	I have a substantial knowledge of human development and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	I am punctual in attending my school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	I do possess pleasing manners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	I do help my students facing personal and educational problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	I organise the subject matter I teach to be in agreement with the course's objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	I have a fairly good memory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	My gestures in the classroom are pleasant and approvable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	I have a sense of duty and responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

AREA	A		B		C		D		E			
Sr. No.	27	33	28	29	25	30	31	34	35	36	26	32
SCORE												

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years	SCORE
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37. The tests I intend administering to my students will be reviewed and improved upon by me.
38. My teaching is characterised by clarity.
39. I discuss the content of the subject matter with ease and confidence.
40. I have pleasant and distinct voice.
41. I value my academic achievements.
42. I am sufficiently adept in maintaining cordial human relations.
43. I am reasonably obedient to my headmaster.
44. I plan my lessons keeping in view the individual differences among students.
45. I guide my students in completing their assignments.
46. I have a great deal of interest in the subject I am teaching.
47. I provide a laudable example of my personal and social living to my students.
48. I show understanding and sympathy in working with my students.

AREA	A		B		C			D				E
Sr. No.	37	44	38	45	39	42	46	40	41	47	48	43
SCORE												



Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years	SCORE
---------	------------	----------------------------	--	-------

49. In the end, I am in the habit of summarizing the lesson, I teach.
50. I encourage students to be punctual in their assignments.
51. I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.
52. I take criticisms from others as a feedback for my own self improvement.
53. I support the genuine causes of teaching community.
54. Whenever necessary I do consult my colleagues in the planning of my lessons.
55. I help students in their reference work.
56. While teaching, I ask more thought provoking questions than fact finding questions.
57. I have love for my students.
58. I plan my lessons based on the techniques tested and found suitable.
59. I do discuss with students their performance in tests.
60. I consider my first duty to be devoted to get a good name to my school.

AREA	A			B					C	D		E	
Sr. No.	49	54	58	50	51	55	56	59	—	52	57	53	60
SCORE													

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Consumable Booklet of Teacher Effectiveness Scale TES-KU. (English Version).



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**Dr. B. K. Passi (Indore)**  
**M. S. Lalita (Mysore)**

**Consumable Booklet**

of

**GTCS-PBLM**

(Hindi Version)

कृपया निम्न सूचनाएँ भरिये—

दिनांक

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नाम : श्री/कु./श्रीमती

पिता का नाम : श्री

कक्षा जिसमें शिक्षण

योग्यताएँ

शिक्षण विषय

प्रकरण

कालांश

समयावधि

विद्यालय

**फलांकन तालिका (SCORING TABLE)**

Skills	I	II	III	IV	V	Total
Raw Score						
z-Score						
Grade						

Level of Teaching Competency

Scorer

Estd. 1971

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क्र. सं.	कथन	बिल्कुल नहीं				बहुत अधिक		
		1	2	3	4	5	6	7

## I

- पाठ के उद्देश्य समुचित हैं : स्पष्ट रूप से वर्णित, विषय-वस्तु से सम्बन्धित, समुचित तथा प्राप्य सम्भव।
- चयनित विषय-वस्तु समुचित : पाठ के उद्देश्यों के आधार पर समुचित एवं सम्बन्धित तथा निर्दिष्ट।
- चयनित विषय-वस्तु उचित प्रकार से संगठित : तार्किक, निरन्तरता तथा मनोवैज्ञानिक रूप से संगठित।
- चयनित दृश्य-श्रव्य सामग्री समुचित : विद्यार्थियों तथा विषय-वस्तु के लिये उपयुक्त, समुचित तथा उद्देश्यों को प्राप्त करने हेतु आवश्यक।

कुल प्राप्तांक भाग I

## II

- पाठ का प्रारम्भ प्रभावित रूप से, विद्यार्थियों को नवीन पाठ को प्राप्त करने के ज्ञान सम्बन्धित दृष्टिकोण से भावनात्मक रूप से तैयार किया गया। कथनों एवं प्रश्नों में निरन्तरता, प्रासंगिकता, पूर्व ज्ञान एवं उपयुक्त उपकरणों/ तकनीकों का उपयोग।
- प्रश्न निर्दिष्ट हैं : पूर्ण रूप से निर्मित, सही प्रकार से प्रस्तुत, उचित संख्या में, तथा विद्यार्थियों को पाठ के विकास में भागीदार बनाया।
- विद्यार्थियों में खोजी प्रश्नों के माध्यम से तार्किक संचेतना का विकास : प्रोत्साहन, और सूचनायें प्राप्त करना, पुनः ध्यान केन्द्रित कराना, पुनः निर्देशन, तथा तार्किक संचेतना का विकास।
- अवधारणायें तथा सिद्धान्तों की व्याख्या स्पष्ट, अन्तः सम्बन्धित, सार्थक कथनों द्वारा की गई (अबबोधन कराया गया) : प्रारम्भ करने के कथन, समापन कथन में प्रासंगिकता, निरन्तरता, उचित शब्द प्रयोग, सम्बन्ध स्पष्टीकरण, प्रवाह, तथा अस्पष्ट शब्दों व मुहावरों का प्रयोग नहीं।

क्र. सं.	कथन	बिल्कुल नहीं				बहुत अधिक		
		1	2	3	4	5	6	7

9. अवधारणाओं तथा सिद्धान्तों को उचित उदाहरणों तथा उचित माध्यम (शाब्दिक तथा अशाब्दिक) के द्वारा स्पष्ट : सरल, विषय-वस्तु से सम्बन्धित तथा विद्यार्थियों के स्तर पर रुचिकर।
10. त्रिद्यार्थियों का ध्यान रक्षित एवं सतत् रखने के लिये उत्तेजना में परिवर्तन यथा संकेत, भाव, मुद्रा, चाल परिवर्तन, बोलने के तरीके में परिवर्तन, ध्यानाकर्षण, अन्तःप्रक्रिया परिवर्तन, विराम तथा मौखिक-दृश्य परिवर्तन: विद्यार्थियों के हावभाव, सुनना, अवलोकन तथा प्रतिवादन व्यवहार।
11. जानबूझ कर शान्ति तथा अशाब्दिक संकेतों का प्रयोग विद्यार्थियों की सहभागिता को बढ़ाने के लिये।
12. विद्यार्थियों की सहभागिता (प्रतिवादन तथा प्रारम्भ) को शाब्दिक तथा अशाब्दिक पुष्टिकरण द्वारा प्रोत्साहन।
13. विचारों की प्रस्तुति की गति उचित : विद्यार्थियों के अवबोधन की दर से समन्वित तथा समय-योजना उचित।
14. विद्यार्थियों की कक्षा-सहभागिता, शिक्षक को उत्तर, तथा अपने विचार प्रस्तुति तथा अन्यो के विचारों पर प्रतिकार में आगे आकर भाग लेना।
15. श्याम-पट्ट कार्य अच्छा : स्पष्ट, साफ, लिखित विषय-वस्तु निर्दिष्ट तथा समुचित।

कुल प्राप्तांक भाग II

**III**

16. निर्दिष्ट रूप से समापन की उपलब्धि: पाठ के मुख्य बिन्दुओं का सुदृढ़िकरण, वर्तमान ज्ञान को पूर्व ज्ञान से जोड़ा गया, भविष्य अधिगम (कार्य निरूपण) के साथ वर्तमान ज्ञान का उपयोग एवं जोड़ना।



क्र. सं.	कथन	बिल्कुल नहीं				बहुत अधिक		
		1	2	3	4	5	6	7

17. विद्यार्थियों को प्रदत्त कार्य-निरूपण समुचित : वैयक्तिक विभिन्नताओं पर आधारित, पढ़ाये गये पाठ से सम्बन्धित एवं पर्याप्त।

कुल प्राप्तांक भाग III

#### IV

18. पाठ के उद्देश्यों की तरफ विद्यार्थियों के विकास का पता किया गया तथा मूल्यांकन की विधियाँ उचित: उद्देश्यों के अनुरूप, विश्वसनीय, प्रमाणिक तथा सोद्देश्य।

19. विद्यार्थियों की किसी अवधारणा या सिद्धान्त के समझने में आई कठिनाइयों का कदम-दर-कदम प्रश्नों से ज्ञात किया गया तथा उचित उपचारात्मक उपाय अपनाये गये।

कुल प्राप्तांक भाग IV

#### V

20. विद्यार्थियों के पाठ में ध्यान व विचलन दोनों व्यवहारों को समझा गया : ध्यान-व्यवहार को पुरस्कृत किया गया, विचलन व्यवहार दूर करने हेतु निर्देशित किया गया, विद्यार्थियों के ध्यान का पता करने हेतु प्रश्न पूछे गये, विद्यार्थियों की भावनाओं व विचारों को स्वीकार किया गया, तथा विद्यार्थियों के ध्यान व विचलन का पता करने हेतु अशाब्दिक संकेत अपनाये गये।

21. कक्षा में अनुशासन रखा गया : विद्यार्थियों द्वारा शिक्षक के विषयोत्तर निर्देशों को अपनाया गया। समालोचना (यदि कोई हो) :

कुल प्राप्तांक भाग V

# SISRI-24

The Spiritual Intelligence Self-Report Inventory © 2008 D. King

Age? (in years) \_\_\_\_\_

Sex? (circle one) M F

The following statements are designed to measure various behaviours, thought processes, and mental characteristics. Read each statement carefully and choose which **one** of the five possible responses best reflects you by circling the corresponding number. If you are not sure, or if a statement does not seem to apply to you, choose the answer that seems the best. Please answer honestly and make responses based on how you actually are rather than how you would like to be. The five possible responses are:

**0 – Not at all true of me | 1 – Not very true of me | 2 – Somewhat true of me | 3 – Very true of me | 4 – Completely true of me**

For each item, circle the **one** response that most accurately describes you.

1. I have often questioned or pondered the nature of reality.	0	1	2	3	4
2. I recognize aspects of myself that are deeper than my physical body.	0	1	2	3	4
3. I have spent time contemplating the purpose or reason for my existence.	0	1	2	3	4
4. I am able to enter higher states of consciousness or awareness.	0	1	2	3	4
5. I am able to deeply contemplate what happens after death.	0	1	2	3	4
6. It is <i>difficult</i> for me to sense anything other than the physical and material.	0	1	2	3	4
7. My ability to find meaning and purpose in life helps me adapt to stressful situations.	0	1	2	3	4
8. I can control when I enter higher states of consciousness or awareness.	0	1	2	3	4
9. I have developed my own theories about such things as life, death, reality, and existence.	0	1	2	3	4
10. I am aware of a deeper connection between myself and other people.	0	1	2	3	4
11. I am able to define a purpose or reason for my life.	0	1	2	3	4
12. I am able to move freely between levels of consciousness or awareness.	0	1	2	3	4
13. I frequently contemplate the meaning of events in my life.	0	1	2	3	4
14. I define myself by my deeper, non-physical self.	0	1	2	3	4
15. When I experience a failure, I am still able to find meaning in it.	0	1	2	3	4
16. I often see issues and choices more clearly while in higher states of consciousness/awareness.	0	1	2	3	4
17. I have often contemplated the relationship between human beings and the rest of the universe.	0	1	2	3	4
18. I am highly aware of the nonmaterial aspects of life.	0	1	2	3	4
19. I am able to make decisions according to my purpose in life.	0	1	2	3	4
20. I recognize qualities in people which are more meaningful than their body, personality, or emotions.	0	1	2	3	4
21. I have deeply contemplated whether or not there is some greater power or force (e.g., god, goddess, divine being, higher energy, etc.).	0	1	2	3	4
22. Recognizing the nonmaterial aspects of life helps me feel centered.	0	1	2	3	4
23. I am able to find meaning and purpose in my everyday experiences.	0	1	2	3	4
24. I have developed my own techniques for entering higher states of consciousness or awareness.	0	1	2	3	4