CHAPTER – I

INTRODUCTION

"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"

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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 (dhyan) 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
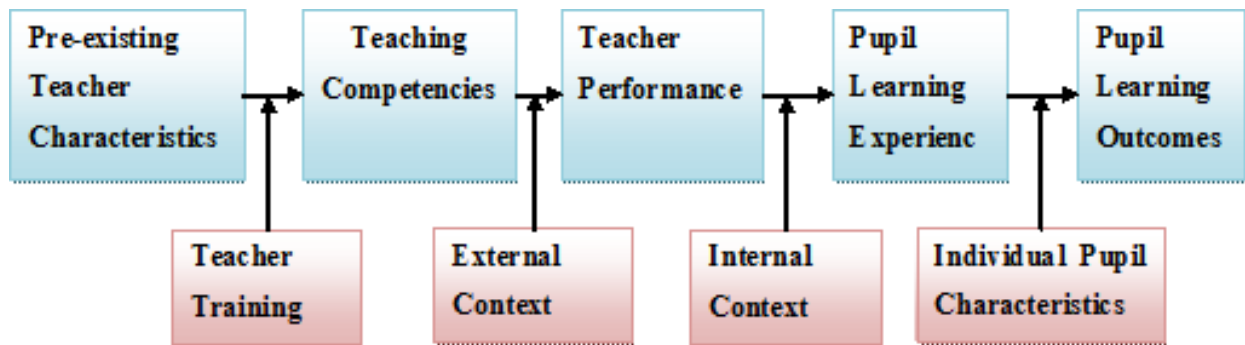

Figure 1.1 Medley's Structure of Teacher Effectiveness

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.
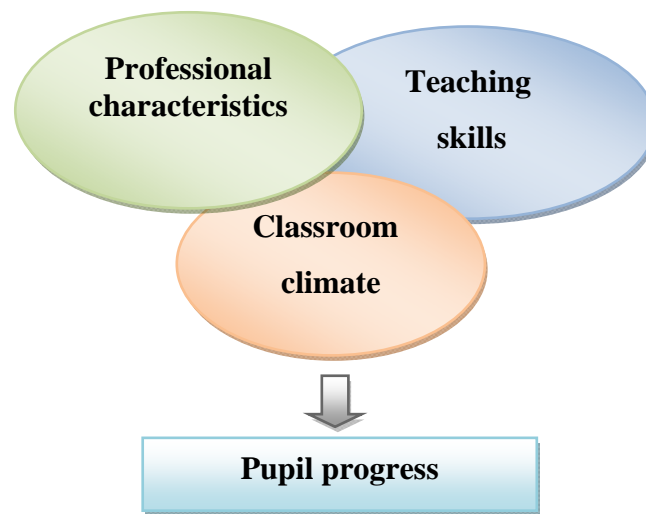

Figure: 1.2 McBer's (2000) Model of Teacher Effectiveness

- **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 talks 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

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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 conductive 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, metal 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.