CHAPTER-V

MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

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CHAPTER V
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AND SUGGESTIONS

The present chapter is devoted to main findings of the study, educational implications and suggestions for further studies. From the analysis and interpretation of data done in the previous chapter, the investigator reached at the following findings.

5.1 MAIN FINDINGS

5.1.1 Findings based on description of data

Findings based on Descriptive Statistics of all the variables for the total sample of secondary school teachers (N=600)

1. The values of mean, median and mode on the variable of teacher effectiveness of secondary school teachers were 492.12, 488.50 and 482.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -1.10 and 1.00 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

2. The values of mean, median and mode on the variable of role commitment of secondary school teachers were 147.94, 151.00 and 155.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.89 and 0.36 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

3.1 The values of mean, median and mode on the variable of theoretical values of secondary school teachers were 87.25, 86.00 and 83.50 respectively which are quite proximate to each other. The values of
skewness and the kurtosis for the same were 0.27 and 0.51 showing that the curve as positively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

3.2 The values of mean, median and mode on the variable of economic values of secondary school teachers were 84.68, 87.00 and 91.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.32 and -0.05 showing that the curve as negatively skewed and platykurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

3.3 The values of mean, median and mode on the variable of aesthetic values of secondary school teachers were 82.83, 82.00 and 80.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.04 and 0.46 showing that the curve as positively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

3.4 The values of mean, median and mode on the variable of social values of secondary school teachers were 94.97, 95.00 and 95.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.19 and 1.51 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

3.5 The values of mean, median and mode on the variable of political values of secondary school teachers were 86.11, 88.00 and 91.00
respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.05 and -0.36 showing that the curve as positively skewed and platykutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

3.6 The values of mean, median and mode on the variable of religious values of secondary school teachers were 88.85, 88.00 and 86.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.38 and 0.81 showing that the curve as positively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

4 The values of mean, median and mode on the variable of spiritual intelligence of secondary school teachers were 72.06, 74.00 and 76.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.59 and 0.03 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

**Results based on Descriptive Statistics of all the variables for male secondary school teachers (N=300)**

5. The values of mean, median and mode on the variable of teacher effectiveness of male secondary school teachers were 483.79, 484.00 and 482.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -1.78 and 1.51 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the
distortion in both the cases were negligible. Hence the distribution can be treated as normal.

6. The values of mean, median and mode on the variable of role commitment of male secondary school teachers were 145.84, 148.00 and 148.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.89 and 0.30 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

7.1 The values of mean, median and mode on the variable of theoretical values of male secondary school teachers were 85.65, 84.00 and 83.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.14 and 0.35 showing that the curve as positively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

7.2 The values of mean, median and mode on the variable of economic values of male secondary school teachers were 88.22, 90.00 and 91.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.38 and 0.24 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

7.3 The values of mean, median and mode on the variable of aesthetic values of male secondary school teachers were 82.25, 82.00 and 81.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.17 and 0.27 showing that the curve as negatively skewed and leptokurtic. However comparing to
normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

7.4 The values of mean, median and mode on the variable of social values of male secondary school teachers were 89.01, 86.00 and 84.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.19 and 1.51 showing that the curve as positively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

7.5 The values of mean, median and mode on the variable of political values of male secondary school teachers were 98.18, 99.00 and 101.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.10 and 0.90 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

7.6 The values of mean, median and mode on the variable of religious values of male secondary school teachers were 81.20, 80.00 and 80.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.35 and 1.52 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

8. The values of mean, median and mode on the variable of spiritual intelligence of male secondary school teachers were 70.19, 72.00 and 75.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.11 and -0.54 showing
that the curve as positively skewed and platykurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

Results based on descriptive statistics of all the variables for female secondary school teachers (N=300).

9. The values of mean, median and mode on the variable of teacher effectiveness of female secondary school teachers were 500.45, 497.00 and 492.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.67 and 1.97 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

10. The values of mean, median and mode on the variable of role commitment of female secondary school teachers were 150.05, 153.00 and 155.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -1.01 and 0.59 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

11. The values of mean, median and mode on the variable of theoretical values of female secondary school teachers were 88.86, 87.00 and 85.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.41 and 0.61 showing that the curve as positively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.
11.2. The values of mean, median and mode on the variable of economic values of female secondary school teachers were 81.15, 82.00 and 83.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.28 and -0.25 showing that the curve as negatively skewed and platyktic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

11.3. The values of mean, median and mode on the variable of aesthetic values of female secondary school teachers were 83.42, 82.00 and 81.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.17 and 0.46 showing that the curve as positively skewed and leptoktotic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

11.4. The values of mean, median and mode on the variable of social values of female secondary school teachers were 100.93, 103.00 and 101.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.51 and 1.49 showing that the curve as negatively skewed and leptoktotic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

11.5. The values of mean, median and mode on the variable of political values of female secondary school teachers were 74.04, 74.00 and 74.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.47 and 1.09 showing that the curve as positively skewed and leptoktotic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in
both the cases were negligible. Hence the distribution can be treated as normal.

11.6. The values of mean, median and mode on the variable of religious values of female secondary school teachers were 96.50, 97.00 and 98.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.54 and 1.43 showing that the curve as positively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

12. The values of mean, median and mode on the variable of spiritual intelligence of female secondary school teachers were 73.93, 76.00 and 75.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.92 and 1.12 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

Results based on Descriptive Statistics of all the variables for government secondary school teachers (N=300)

13. The values of mean, median and mode on the variable of teacher effectiveness of government secondary school teachers were 491.62, 488.00 and 482.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.51 and 1.58 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

14. The values of mean, median and mode on the variable of role commitment of government secondary school teachers were 152.28,
153.00 and 155.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.77 and 1.88 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

15.1. The values of mean, median and mode on the variable of theoretical values of government secondary school teachers were 89.91, 90.00 and 90.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.13 and 0.07 showing that the curve as positively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

15.2. The values of mean, median and mode on the variable of economic values of government secondary school teachers were 82.73, 82.00 and 83.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.20 and -0.32 showing that the curve as negatively skewed and platykutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

15.3. The values of mean, median and mode on the variable of aesthetic values of government secondary school teachers were 83.64, 82.50 and 81.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.17 and 0.78 showing that the curve as positively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.
15.4. The values of mean, median and mode on the variable of social values of government secondary school teachers were 94.77, 93.00 and 94.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.64 and 1.15 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

15.5. The values of mean, median and mode on the variable of political values of government secondary school teachers were 84.80, 88.00 and 92.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.11 and -0.26 showing that the curve as positively skewed and platykutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

15.6. The values of mean, median and mode on the variable of religious values of government secondary school teachers were 89.02, 89.00 and 89.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.23 and 1.24 showing that the curve as positively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

16. The values of mean, median and mode on the variable of spiritual intelligence of government secondary school teachers were 72.72, 75.00 and 75.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.86 and 0.75 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.
Results based on the Descriptive Statistics of all the variables for private secondary school teachers (N=300)

17. The values of mean, median and mode on the variable of teacher effectiveness of private secondary school teachers were 492.62, 489.00 and 482.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -1.37 and 1.45 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

18. The values of mean, median and mode on the variable of role commitment of private secondary school teachers were 143.61, 147.00 and 152.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.37 and 0.91 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

19.1. The values of mean, median and mode on the variable of theoretical values of private secondary school teachers were 84.60, 84.00 and 84.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.26 and 1.26 showing that the curve as positively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

19.2. The values of mean, median and mode on the variable of economic values of private secondary school teachers were 86.64, 88.50 and 90.00 respectively which are quite proximate to each other. The values of
skewness and the kurtosis for the same were -0.48 and 0.32 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

19.3. The values of mean, median and mode on the variable of aesthetic values of private secondary school teachers were 82.03, 81.00 and 78.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.08 and 0.09 showing that the curve as negatively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

19.4. The values of mean, median and mode on the variable of social values of private secondary school teachers were 95.17, 94.00 and 94.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.46 and 0.27 showing that the curve as positively skewed and leptokutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

19.5. The values of mean, median and mode on the variable of political values of private secondary school teachers were 87.42, 89.00 and 91.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.01 and -0.44 showing that the curve as positively skewed and platykutic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

19.6. The values of mean, median and mode on the variable of religious values of private secondary school teachers were 88.68, 88.00 and 89.00
respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were 0.53 and 1.42 showing that the curve as positively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

20. The values of mean, median and mode on the variable of spiritual intelligence of private secondary school teachers were 71.40, 72.00 and 69.00 respectively which are quite proximate to each other. The values of skewness and the kurtosis for the same were -0.31 and 1.42 showing that the curve as negatively skewed and leptokurtic. However comparing to normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

5.1.2 Findings related to Correlation between Different Variables

21. There was a significant and positive relationship between teacher effectiveness and role commitment of secondary school teachers. Role commitment 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 of teacher effectiveness with role commitment.

22. There was a positive and significant relationship between role commitment and teacher effectiveness of secondary school teachers. Teacher effectiveness was found to be positively and significantly related to role commitment along with all its dimensions viz. Commitment towards students, commitment towards parents, commitment towards society and commitment towards profession except the dimension commitment towards nation.

23. Theoretical, social and religious values were found to be positively and significantly correlated to teacher effectiveness of secondary school
teachers. No relationship was found between economic and aesthetic values with teacher effectiveness. A negative but significant relationship was found between teacher effectiveness and political values.

24.1 A positive and significant relationship was found between teacher effectiveness along with all its dimensions and theoretical values of secondary school teachers.

24.2 A negative and insignificant relationship was found between teacher effectiveness and economic values of secondary school teachers. All the dimensions of teacher effectiveness viz. planning and preparation, classroom management, subject matter, teacher characteristics and interpersonal relations were also found to be negatively and insignificantly related to aesthetic values.

24.3 A negative and insignificant relationship was found between teacher effectiveness and aesthetic values of secondary school teachers. All the dimensions of teacher effectiveness viz. planning and preparation, classroom management, subject matter, teacher characteristics and interpersonal relation were found to be negatively and insignificantly related to aesthetic values.

24.4 A positive and significant relationship was found between social values and teacher effectiveness along with all its dimensions viz. planning and preparation, subject matter, teacher characteristics and interpersonal relations except classroom management.

24.5 A negative but significant correlation was found between teacher effectiveness and political values of secondary school teachers. Teacher characteristics dimension was found to be negatively and insignificantly related to political values. Planning and preparation classroom management, subject matter and interpersonal relation dimensions of teacher effectiveness were found to be negatively but significantly correlated to political values of secondary school teachers.

24.6 A positive and significant relationship was found between teacher effectiveness and religious values of secondary school teachers.
Planning and preparation, classroom management and subject matter dimensions of teacher effectiveness were found positively and significantly correlated with religious values of teachers. No relationship was found for religious values and teacher characteristics and interpersonal relations dimensions of teacher effectiveness.

A positive and significant relationship was found between teacher effectiveness and spiritual intelligence of secondary school teachers. All the five dimensions of teacher effectiveness were also found positively and significantly related to spiritual intelligence.

Spiritual intelligence along with all its dimensions viz. critical thinking, personal meaning, transcendental awareness and conscious state dimensions was positively and significantly correlated to teacher effectiveness.

5.1.3 Findings Based on Multiple Regression Equation

For every unit increase in $X_1$ (commitment towards students), $X_2$ (commitment towards school), $X_3$ (commitment towards parents), $X_4$ (commitment towards society), $X_5$ (commitment towards nation), $X_6$ (commitment towards profession), $Y$ (teacher effectiveness) increased by $.67$, $1.62$, $.37$, $.94$, $.07$, $.91$ respectively provided other independent variables remain constant.

For every unit increase in $V_1$ (theoretical values), $V_2$ (economic values), $V_3$ (aesthetic values), $V_4$ (social values), $V_5$ (political values), $V_6$ (religious values), $Y$ (teacher effectiveness) increased by $.64$, $.45$, $.15$, $.37$, $.14$, $.42$ respectively provided other independent variables remain constant.

For every unit increase in $Z_1$ (critical thinking), $Z_2$ (personal meaning), $Z_3$ (transcendental awareness), $Z_4$ (conscious state), $Y$ (teacher effectiveness) increased by $1.60$, $1.98$, $1.03$, $.11$ respectively provided other independent variables remain constant.

Role commitment, values and spiritual intelligence conjointly predict $22.4\%$ of teacher effectiveness of secondary school teachers. $12.1\%$ of teacher effectiveness is predicted by role commitment, $7.5\%$ of teacher
effectiveness was predicted by values and 9.9% of teacher effectiveness was predicted by spiritual intelligence.

31. The conjoint effect of three independent variables i.e. role commitment, values and spiritual intelligence on teacher effectiveness of secondary school teachers was more as compared to their separate prediction.

32. Out of three independent variables of role commitment, values and spiritual intelligence, variable of role commitment was found to be the best predictor of teacher effectiveness of secondary school teachers in the present sample.

### 5.1.4 Findings Based On Differential Analysis

#### Difference between Male and Female Secondary School Teachers

33. A significant difference was found between male and female secondary school teachers with regard to teacher effectiveness along with all its five dimensions. Female secondary school teachers were found more effective than their male counterparts in terms of teacher effectiveness along with its five dimensions i.e. planning and preparation, classroom management, subject matter, teacher characteristics and interpersonal relations.

34. (a) Female teachers were found more committed than their male counterparts in terms of role commitment along with its five dimensions namely commitment towards students, commitment towards school, commitment towards parents, commitment towards society and commitment towards profession.

(b) Male and female secondary schools were found similar in terms of commitment towards nation dimension of role commitment.

35. (a) Male and female secondary school teacher were found to be different in terms of theoretical, economic, social, political and religious values. Female teachers were found higher on theoretical, social and religious values than the male secondary school teachers. With regard to economic and political values
male secondary school teachers were found higher than their female counterparts.

(b) Male and female secondary school teachers were found similar with regard to aesthetic values.

36. (a) Male and female secondary school teachers were found different in terms of spiritual intelligence. Female teachers were found higher with regard to spiritual intelligence along with its three dimensions i.e. critical thinking, personal meaning and transcendental awareness than their male counterparts.

(b) Male and female secondary school teachers were found similar with regard to conscious state dimension of spiritual intelligence.

**Difference between Government and Private Secondary School Teachers**

37. Government and private secondary school teachers were found similar in terms of teacher effectiveness along with its five dimensions viz. planning and preparation, classroom management, subject matter, teacher characteristics and interpersonal relations.

38. (a) A significant difference was found between government and private secondary school teacher with regard to role commitment. The mean scores of government secondary school teachers were found higher in terms of role commitment along with its four dimensions namely commitment towards students, commitment towards school, commitment towards society and commitment towards profession than private secondary school teachers.

(b) Government and private secondary school teachers were found similar with regard to two dimensions of role commitment viz. commitment towards parents and commitment towards nation.

39. (a) Government and private school teachers were found similar in terms of four values viz. aesthetic values, social values, political values and religious values.
A significant difference was found between government and private secondary school teachers with regard to theoretical and economic values. Private secondary school teachers were found higher on economic values. On the other hand government teachers were found higher on theoretical values.

Government and private secondary school teachers were found similar with regard to spiritual intelligence along with its two dimensions namely critical thinking and personal meaning.

Government secondary school teachers were found higher in terms of transcendental awareness and conscious state dimensions of spiritual intelligence than private secondary school teachers.

5.2 EDUCATIONAL IMPLICATIONS

The present study was undertaken to determine the relationship of teacher effectiveness with role commitment, values and spiritual intelligence of secondary school teachers. The findings of the present study have ample implications for the teacher, school administrator, policy makers and other professionals working in the field of education. Related researches have also proposed that spiritual beliefs, practices, and commitments seem to be linked with positive results like psychological and physical health/well-being; professional satisfaction and stability; positive interpersonal performance/functioning; and better/improved quality of life (Seybold & Hill, 2001).

Teachers can act as trailblazers in the lives of learners and in the process of education for development. If teachers acquire personal competency and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom and in the community in a professional manner, then a chain reaction can begin- starting with a sound teacher performance and culminating in a high quality learning among students in cognitive, affective and psychomotor domains areas of development. Azad (2003) in his article, 'The Teachers of the New Millennium,’ opined that, ‘one single factor, that
enables a teacher to fulfill his responsibilities to nation is his commitment to the cause of education’. Findings of the present study revealed that there is positive relationship between teacher effectiveness and role commitment. It shows that role commitment along with its dimensions effect the teacher effectiveness of secondary school teachers. The study suggests that teachers should willingly perform new roles in the class room of the future. Teachers’ commitment towards school, students, society and profession is very much needed to play their role effectively and efficiently. The level of teachers’ commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers’ willingness to engage in cooperative, reflective and critical practice. The school system can offer professional development activities by organizing in-service teacher training programmes that focus on management of skills and helping teachers in performing their roles effectively. Day (2000) found that teacher commitment may be enhanced or diminished by factors such as student behavior, collegial and administrative support, parental demands, and national education policies. Similarly steps can be taken up to improve the role commitment of school teachers. Both school administrators and school teachers must be willing to work together to develop a climate of mutual trust that will foster a genuine commitment to their profession, school, students, parents and nation. Salam, Mohammad and Raheem (2009) indicated that the democratic climate was the most important factor in increasing teacher’s commitment to job, whereas the low salary was the most important factor in decreasing teacher’s commitment to their job. The efforts should be made to provide congenial environment helping teachers to equip themselves psychologically, philosophically, methodologically, technologically and above all physically to play their roles effectively and efficiently.

The results of the study reveal that teacher effectiveness is positively related with theoretical, social and religious values. Uka (1990) assumed that, “value orientation is a factor in teacher effectiveness during implementation of a curriculum. It can also be modeled through teacher behaviour in the
classroom.” In the modern emerging society, there has been a revolutionary change with field of values due to many factors in addition to the influence of modern culture, industrialization, globalization, modernization. With regard to spiritual intelligence than their male counterparts Values are the guiding principles decisive in day-to-day behaviors as also in critical life situations. So the teachers should be encouraged to participate in various seminars, workshops and conferences promoting different values, as values are to be caught not to be taught. Participation in the morning assemblies and the celebrations of all the different festivals can be organized at school and state level. Yoga and meditation training programmes can also be helpful in this direction. The school system can offer professional development activities by organizing in service teacher programmes that focus on inculcation of different values so that teachers can model themselves as a source of these values to the student. The results of the present study explored the importance of articulating values in the design of educational systems and concluded that there is an urgent need to develop and inculcate core values in the teacher educational system design.

Findings reveal positive and significant relationship between teacher effectiveness and spiritual intelligence. Spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. Conceiving spirituality as a sort of intelligence extends the psychologist’s conception of spirituality and allows its association with the rational cognitive processes like goal achievement and problem solving which are the core hearts of teaching learning process. So this is very helpful for the educational professionals that will help them to take different steps to improve the school environment and promoting spirituality. The results reveal the need for calling teacher preparation programmes to redesign their curricula and include space and time for discussion of spiritual matters, to give teachers the opportunity to explore it and then, in time, be prepared to approach it with their students. The results propose that teacher preparation programs should take upon the mission of
preparing teachers to open themselves and their classrooms to nourish spirituality, as well as advocate for more in-depth research in this area. School authorities, school teachers and policy makers should take the responsibility together in developing spiritual intelligence. In this regard different spiritual intelligence training programmes can be designed to enhance the spiritual intelligence of school teachers. Meditation training and multiple treatment component viz. counseling, relaxation, yoga can be arranged for enhancing spiritual intelligence among the secondary school teachers.

Findings based on the differential analysis show that male and female teachers differ on the variable teacher effectiveness, role commitment as well as spiritual intelligence. Since role commitment and spiritual intelligence are the crucial adjunct in teacher effectiveness in the field of education, human society need to be aware of the factors that enhance the role commitment and spiritual intelligence of teachers working in education institutions and the factors that militate against it. This awareness would lead to undertake the steps that can effectively contribute towards role commitment and spiritual intelligence.

Female teachers are found more effective than male teachers on all the three variables viz. teacher effectiveness, role commitment and spiritual intelligence so the school authorities and policy makers should enhance such programmes like organizing orientation programme for male teachers during in service so that they can enhance their role commitment as well as spiritual intelligence which are revealed as potent factors of teacher effectiveness. For this purpose, suitable research work needs to be initiated so that the real causes of this difference between the two categories of teacher can be laid bare. Once the true causes are discover the male teachers who are rated lower on teacher effectiveness, role commitment and spiritual intelligence can be professionally helped. Both values and spiritual intelligence touch the “nerve” of the employees. It “makes” them to go beyond the normal actions. The scope and nature of these expectations emphasize the need for school executives to provide insightful transformational leadership with a high level of spiritual
intelligence as defined above. “Refining any form of intelligence requires training and discipline, and spiritual intelligence is no exception” Vaughan (2002). School authorities, school leaders and policy makers should take the responsibility together in developing spiritual intelligence at personal, group and organizational level. In this regard different spiritual intelligence training programmes can be designed to enhance spiritual intelligence of school teachers.

Spiritual intelligence learning programmes can be incorporated in the existing in-service training programme for school teachers in order to improve their spiritual intelligence and provide them with benefits in both the personal and interpersonal realms. In addition, integrating the development of spiritual intelligence skills into the curriculum of pupil teachers would help them to be more aware of their spiritual competencies before they entered the teaching profession.

Thus, the findings of this research are particularly significant for school leaders as they engage teachers in school initiatives, educational reforms and teachers themselves as they struggle to find a balance between the personal and the professional life. Ignoring the connection between teacher effectiveness, role commitment, values and spiritual intelligence could be considered to be perilous.

5.3 SUGGESTIONS FOR THE FURTHER STUDY

1. Teacher effectiveness among teachers working at different levels of education such as primary, elementary, senior secondary, college and university level can be studied.

2. An experimental study can be conducted to find out the effect of other variables like information and communication technology on teacher effectiveness.

3. The present study is limited to secondary schools of Punjab only. Similar efforts can be put into to conduct study by selecting more subjects from different states of India.
4. A similar study can also be conducted by using other techniques of sampling except random sampling.

5. A study can be planned to study other correlates of teaching effectiveness such as self efficacy, organizational climate, self concept, personality hardiness, mental health, burnout, emotional intelligence and job satisfaction etc. of secondary school teachers.

6. Teacher effectiveness of school teachers teaching different streams like Arts, Commerce, Science and other Professional Courses can also be studied.

7. The study can also be replicated by employing other research tools to measure different variables involved in the study.