SUMMARY

0.1 INTRODUCTION

Education is a process of human enlightenment and empowerment for a better life. Sound and effective system of education results in unfolding the learner’s potentialities, enlarging their competencies, interests, attitudes and values. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalization of elementary education with an explicit aim of providing ‘Quality Education for All.’ They have also emphasized its qualitative improvement for effective empowerment of learners, as many as possible, in order to achieve advancement in various domains of life. The quality of education depends on the quality of teachers, which in turn determines the quality of a nation.

The teacher, in an educational system, is more important than all other educational factors taken together, may it be syllabus, textbooks, equipment etc. Thus, teachers are the nation builders and educational institutions are the fountain head of all that goes to make the foundation of a nation strong. Teaching is a specialized task and may be taken as a set of component skills for the realization of specified set of instructional objectives. India needs effective teachers to educate the teeming millions who can function in the rapidly changing society and to meet the challenges of the present time. An effective teacher is one who helps in the development of basic skills, habits, attitudes, value judgment and proper adjustment of the students.

The success of any system of education depends on the quality of its teachers. It is no exaggeration to say that any system of education cannot ever rise above the level of the quality of its teachers. If education is at the root of the progress of any country, the teacher is at the root of education. The Secondary Education Commission (1952-1953) accepted the key role of teachers and reported that we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his
personal qualities, his educational qualifications, his professional training and his place that he occupies in the institution as well as in the society.

Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. “Teacher effectiveness refers to the capacity of the teacher to realize some of the educational objectives like desired pupil behavior, abilities, habits and characteristics” American Educational Research Association (1952).

To think of teaching profession is to think of its essential requirements not only in terms of broad educational competencies and in terms of what are called teaching competencies, but also of the essential commitments which teachers worth the name of the profession should handsomely develop. The rapid expansion of knowledge and competitive character of modern societies has inevitably led to professional specialization and thus in turn, has further heightened the urgency of role commitment.

Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job (Day, 2000). This concept of 'commitment', as investment of personal resources, has long been associated with the professional characteristics of a teacher. It is widely recognized that the role of the teacher has intensified, and teachers are needing to adapt to 'bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day'(Hargreaves, 1994). At a time when education is in constant flux, teachers are expected to incorporate reforms on a number of levels into their daily practice. The reform agenda has created an environment where those who wish to survive at thrive must become involved in an 'increased rate of personal adaptation and professional development' (Day, 2000). Teachers must be willing to experience steep learning curves and invest personal time and energy to translate the on – going reforms successfully into effective practice. Teachers' commitment appears to be highly influential for not only a teacher's success during times of change but also for systems in seeking to bring about
change. "Teacher commitment is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job well beyond personal interest" Reyes (1990).

In the present scenario man is the most valuable asset of humanity. The excellence or superiority of human life as compared to other living beings can easily be identified. Human life is the most evolved creation in universe. Teaching is a profession that has the potential value of creating a better society through making desirable changes in the individual. It is agreed that the teacher leave a very strong impression upon the minds of young students by their overall personality characteristics; emotional growth and stability; intellectual and professional efficiency; favorable attitude towards students and teaching; and the like. The teacher is the most powerful source of stimulation for the child only if the teacher possesses desirable qualities in him. All this requires undoubtedly, a significant role to be played by the teacher to permeate the rich cultural heritage to the coming generation.

“Value means primarily to prize, to esteem, to appraise to estimate. It means the act of cherishing something holding it dear and also the act of passing judgment upon the nature and amounts of value as compared with something else ” John Dewey (1939). Values are part of inner life of human beings and are expressed through behavior. They occupy the central position on in accounting for differences in their life style. Values shape most of human activities and determine the intensity and continuity of a particular human behavior. In general, we can say that values are the key choices that shape the type of life the man builds for himself, kind of person he becomes and these reflect his basic values (Coleman, 1971).

Today, in the world based on science and technology, the importance given to 'good life' as an aim of education is decreasing fast, resulting in Value crisis, which in then is affecting the character of rising generation. High technological advancement is shifting people’s attitude from “being human” to 'becoming machines', wherein human values and peace of mind
are myths. The need of the hour is to strike a’ balance between the two worlds, the world of facts and world of values. "This is possible only through value oriented education, individuals being anxious to know meaning of their lives like to relate their spiritual selves with their professional lives" Kantrowitz (1994). The workplace environment keeps on changing, indicating its dynamic nature as well as unpredictability. Formation is a progressive transformation of consciousness which integrates all aspects of a person’s life. Today, there is greater recognition of the role of spirituality in promoting health and wholeness. The spirit at work becomes the guiding principles of wholeness, relationships, inner wisdom and inner authority. Kartz (2007) stated that a person with high Spiritual Intelligence (SQ) is also likely to be a leader – someone who is responsible for bringing higher vision and value to others, thus someone who can inspires others.

Spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhance their daily functioning and well-being. Spiritual intelligence combines the construct of spirituality and intelligence–into a new construct whereas spirituality refers to the search for and the experience of elements of the sacred, meaning higher–consciousness and transcendence.

Zohar and Marshall (2000) who coined the term spiritual intelligence and developed the concept empirically defined it as the “intelligence with which we access our deepest meanings, purposes, and highest motivations. It is the intelligence that makes us whole, that gives us our integrity. It is the soul’s intelligence, the intelligence of the deep self. It is the intelligence with which we ask fundamental questions and with which we reframe our answers.”

Reviewing the literature showed that, spiritual intelligence can be improved with training. As a sort of intelligence, spirituality extends the psychologist’s conception of spirituality and allows its association with rational cognitive processes like goal achievement and problem resolution. The spiritual intelligence provides a general basis for the individual to be able to consider his seeking for goals and meaning in life, and to move in the direction of the aims
which are personally meaningful. It aids the individual in directing his/her concerns to the wider image and in focusing, consciously, his/her activities in a context that is wider.

0.2 JUSTIFICATION OF THE STUDY

Excellent teacher preparation and superior teaching have been a continuous demand of the educational infrastructure. It has always been a matter of great concern for the educationists, researchers and teacher educators to produce effective teachers who can successfully achieve the goals of society and the nation. Impressed physical facilities, teaching technique etc. no doubt, supplement teachers efficiency, but these cannot be substituted for an effective teacher. Teachers are the role models what they imbibe get multiplied indirectly in the subsequent generations.

The new millennium has witnessed phenomenal explosion of knowledge and application of communication-cum-information technologies, accelerating the access to knowledge and skill. There is a growing concern of assuring quality at all levels of education in the present educational scenario. It is globally recognized that the greatness of any human society or of any nation or country does not depend upon lofty buildings and gigantic projects. Straight way, it depends upon teachers truly committed to their profession. Teaching is a profession which demands from its practitioners, exceptional qualities and capabilities and absolutely sincere devotion to human betterment.

During the last few decades, teacher effectiveness, commitment, values and spiritual intelligence of teachers have assumed a great importance in the realm of education throughout the world. Indeed, this has become in a very true sense, a global concern. International Conference of Education held in 1996 in Geneva, agreed that teachers morale has gone down everywhere, standards have dropped and commitment is slowly eroding away. It necessitated the need for further professionalization of teaching vocation, as well as for more commitment and responsibility on the part of the teacher.
If we have to implement the concept of education as a fundamental right of each child, we will have to enhance productivity of the education system, reduce repetition and failure rate, raise the quality of the education imported by us, ensure total development of the child’s personality and create a value based and learning society. If we are thinking to bring a radical, social change, then raising the level of teacher’s effectiveness, commitment and values in our system is must. We need to adopt a variety of strategies to strengthen teachers’ commitment and effectiveness. As suggested by Wright (2008), the skills, abilities and competencies coupled with the level of motivation, commitment and engagement act as drivers in terms of the employees’ actions. Commitment to a course of action helps in translating of positive attitudes, skills and values affectingly into action." “Teacher effectiveness is not automatically insured by professional competencies and practical skills only. The actual performance of trained teachers in the classroom or school in a consistent manner is equally dependent, if not more, on their commitment to perform well. It is this commitment component that plays true decisive role” Dave (1998). The more a teacher is committed, more he would acquire competencies and more he would tend to be performing teacher.

For achieving goals and objectives, the teachers need to be endowed with certain qualities, attitudes, values and beliefs. According to National Policy on Education (1986), “A value system must be inculcated through educational processes based on rational, a scientific and moral approach to life.” If the teacher’s behavior is value-oriented his power to influence the student increases tremendously towards right direction.

Spiritual Intelligence on the other hand, is one of those meeting points of the disciplines of spirituality and psychology that may help formation programs to bridge the gap between proclaimed ideals and concrete behavioral changes. Researches in this phenomenon revealed the fact that spiritual intelligence allows collective thought or wholeness in thinking. Consequently, those who employ this particular type of intelligence do not just focus on themselves as the basis for deciding on particular decisions. Instead, they would consider the effect that their
actions have on other persons. This type of intelligence makes individuals aware of the fact that they are connected to other human beings. It also highlights the fact that there is a bigger picture at play (Sisk and Torrance, 2001). Spiritual intelligence helps teachers in identifying and aligning personal values with a clear sense of purpose. This would certainly enable teachers to demonstrate a high level of integrity and to understand and influence the 'true cause' (George 2006).

Review of related literature shows that the researches have been carried out on various correlates of teacher effectiveness such as job satisfaction, burnout, self-concept, emotional intelligence, personality and work environment. It is noted that only few attempts had been made to explore the contribution of role commitment, values and spiritual intelligence to teacher effectiveness. “Teacher effectiveness is an area of research which is concerned with relationship between characteristic of teacher and teaching act and their effect on the educational outcomes of classroom teaching” (Flander and Simon (1969).

Realizing the importance of role commitment, values and spiritual intelligence the investigator felt strongly and decided to probe the relationship of role commitment, values and spiritual intelligence with the teacher effectiveness. The findings of the study will equip the principals, planners and administrators as well as teachers with the valuable information related to teacher effectiveness. The information gathered with the help of present study will have theoretical as well as practical significance to improve teaching learning process. The present study would enable us to answer what are the different factors which are responsible for the teaching effectiveness of secondary school teachers? The results of research may be helpful in the process of training and screening of effective teachers.

0.3 OPERATIONAL DEFINITIONS OF THE TERMS USED

**Teacher Effectiveness:** Teacher Effectiveness means the quality of those teachers who have effectively attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, and knowledge of subject matter, teacher characteristics and their interpersonal relations (Kulsum). In the present study,
teacher effectiveness means score obtained by a teacher on teacher effectiveness scale developed by Kulsum (2000).

**Role Commitment:** Role Commitment is the pledge or promise or obligation of teacher’s behavior pattern according to certain rules and norms, concerning mainly with pupil, own profession, school, society, parents and nation (Rathod and Varma). In the present study, role commitment means score obtained by a teacher on role commitment scale developed by Rathod and Varma (2009).

**Values:** Values may be regarded as importance ratings which people attach to things, conditions and circumstances. These are the goal objects to which people orient their thinking, actions and feelings. In the present study, teacher values mean scores obtained by a teacher on teacher values inventory developed by Singh and Ahluwalia (2010). The six values viz. theoretical values, economic values, aesthetic values, social values, political values and religious values are included in the present study.

**Spiritual Intelligence:** Spiritual Intelligence is a set of adaptive mental capacities which are based on non-material and transcendent aspects of reality, especially those which are related to the nature of one’s existence, personal meaning, transcendence and expanded state of consciousness. When applied, these processes are adaptive in their ability to facilitative unique means of problem-solving, abstract-reasoning and coping. (King, D.B.) In the present study, spiritual intelligence means score obtained by a teacher on spiritual intelligence self-report inventory developed by King (2008).

**0.4 OBJECTIVES OF THE STUDY**

The present study was carried out with the following objectives:

1. To study teacher effectiveness, role commitment, values and spiritual intelligence of secondary school teachers.

2. To study the relationship of teacher effectiveness with role commitment of secondary school teachers.

3. To study the relationship of teacher effectiveness with values of secondary school teachers.
4. To study the relationship of teacher effectiveness with spiritual intelligence of secondary school teachers.
5. To study the contribution of role commitment, values and spiritual intelligence to teacher effectiveness of secondary school teachers.
6. To study the difference between male and female secondary school teachers in terms of teacher effectiveness, role commitment, values and spiritual intelligence.
7. To study the difference between government and private secondary school teachers in terms of teacher effectiveness, role commitment, values and spiritual intelligence.

0.5 HYPOTHESES OF THE STUDY

In the absence of sufficient research studies in the area, researcher formulated only null hypotheses which were as under:
1. There exists no significant relationship between teacher effectiveness and role commitment of secondary school teachers
2. There exists no significant relationship between teacher effectiveness and values of secondary school teachers.
3. There exists no significant relationship between teacher effectiveness and spiritual intelligence of secondary school teachers.
4. There exists no significant contribution of role commitment, values and spiritual intelligence to teacher effectiveness of secondary school teachers.
5. There exists no significant difference between mean teacher effectiveness scores of male and female secondary school teachers.
6. There exists no significant difference between mean role commitment scores of male and female secondary school teachers.
7. There exists no significant difference between mean value scores of male and female secondary school teachers.
8. There exists no significant difference between mean spiritual intelligence scores of male and female secondary school teachers.
9. There exists no significant difference between mean teacher effectiveness scores of government and private secondary school teacher.

10. There exists no significant difference between mean role commitment scores of government and private secondary school teachers.

11. There exists no significant difference between mean value scores of government and private secondary school teachers.

12. There exists no significant difference between mean spiritual intelligence scores of government and private secondary school teachers.

0.6 DELIMITATIONS OF THE STUDY

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

1. The present study was delimited to secondary school teachers of Punjab only.

2. The study was delimited to four variables viz. teacher effectiveness, role commitment, values and spiritual intelligence.

3. A restricted sample of six hundred secondary school teachers was taken up from forty secondary schools situated in urban areas of four divisions of Punjab.

4. The present study was confined to government and private secondary school teachers only.

0.7 METHODOLOGY

0.7.1 Research Design

In the present research work descriptive research method was used. It purports to study correlates of teacher effectiveness. In this study the researcher delineated role commitment, values and spiritual intelligence as independent variables and teacher effectiveness as dependent variable.

0.7.2 Sample

For the present study a restricted sample of 600 secondary school teachers was taken up from 40 secondary schools situated in urban areas of four divisions viz. Patiala, Jalandhar, Faridkote and Ferozepur of Punjab. Ten
schools were taken randomly from each division. Out of ten schools from each division, five were government and five were private.

0.7.3 Research Tools

i) Teacher Effectiveness Scale developed by Dr. (Mrs.) Umme Kulsum (2000).

ii) Teachers Role Commitment Scale developed by Dr. Meena Budhisagar Rathod and Madhulika Varma (2009).

iii) Teacher Values Inventory developed by Dr. Hrabhajan L. Singh and Dr. S.P. Ahluwalia (2010).

iv) The Spiritual Intelligence Self Report Inventory (SISRI) developed by D.B. King (2008).

0.7.4 Collection of Data

Prior to the administration of the composite booklets containing teacher effectiveness scale, value inventory, teacher role commitment scale and spiritual intelligence scale to secondary school teachers, the investigator sought the permission and cooperation of the heads of the institution and teachers. First of all the purpose of the study was clarified to the teachers and rapport was established with them. The said tools were administered to the teachers taken from the schools randomly selected from the four divisions of Punjab. All the teachers under study were assured that the information would be kept strictly confidential and it would be used only for the research purpose only. While handling over the booklets of the scales, they were requested to go through the printed instructions and understand them correctly before responding to the items of the tools. The investigator again emphasized the paramount need of the genuine data, i.e., the need to respond to the items of the research tools with utmost honesty and truthfulness. The data pertaining to gender (male/female) and organizational setup (government/private) of subjects was obtained from the particulars given by the teachers on the title pages of the scales used. Due care was taken that the respondents did not leave any item unmarked. Here sufficient time was given to the respondent to respond.
After the collection of the data, the responses of the subjects were scored in the light of criteria laid down for each of the tools used, as described in the description of the tools. Thereafter, the scores of the subjects pertaining to each variable were tabulated on a proper code sheet which was used for statistical analysis.

0.7.5 Statistical Techniques Used For Data Analysis

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

i) Mean, Median, Standard deviation, skewness and kurtosis of the scores of the teachers were calculated for the variables of teacher effectiveness, role commitment, values and spiritual intelligence to ascertain the nature of score distribution.

ii) Product -Moment method of correlation technique was used to find out the relationship of teacher effectiveness with role commitment, values and spiritual intelligence.

iii) Multiple regression equations were established to ascertain the contribution of role commitment, values and spiritual intelligence to teacher effectiveness.

iv) To find out the differences between mean scores of teacher effectiveness, role commitment, values and spiritual intelligence with respect to gender and organizational setup, t-test technique was employed.

0.8 MAIN FINDINGS

0.8.1 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 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.

3.6 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 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.

**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.

11.1 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 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.

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 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.
11.4. 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 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.

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 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.

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 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.

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 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.

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.

5.1.3 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 class room 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.

25 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.

26 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

27. For every unit increase in X₁ (commitment towards students), X₂ (commitment towards school), X₃ (commitment towards parents), X₄
(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.

28. 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.

29. 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.

30. 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 teachers 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.  
(c) 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.

(b) 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.

40. (a) 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.

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

0.9 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 and 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.
0.10 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.