

# **A STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN REALTION TO SPIRITUAL INTELLIGENCE AND TEACHING EXPERIENCE**

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## **ABSTRACT:**

*For an educational institute to prosper and achieve its set target an effective and experienced teaching staff is a pre-requisite. And thus researchers have been involved in trying to establish if there is any relationship that exists between the effectiveness of a teacher in regards to her experience and spiritual intelligence. Although there have been a lot of researches in this regard, but still we are left with lot of dilemma since there is no one majority regarding the issue. While Yahayazadeh & Lofti (2012), George & Visvam (2013) found a positive significant relationship between Teacher Effectiveness and Spiritual Intelligence. Onderi, Henry, Croll & Paul (2009) have reported that there is no significant relationship between Teaching Experience and Teaching Effectiveness. Thus to clarify such doubts which have been existing the researcher sought to go a step forward and research the same issue.*

## **INTRODUCTION:**

### **1.1 TEACHER EFFECTIVENESS**

Education is the foundation of any progressive nation. Being the nation builders teachers form the most integral and important part of this system. Thus it is important for any nation, or to be precise all educational institutions to have teachers with a high teaching efficiency for better results.

Teaching Effectiveness is important because effective teaching helps student learning. Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practice. There are numerous ways of evaluating teaching or monitoring its Effectiveness. Research indicates that teacher preparation/knowledge of teaching

and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in Teacher Effectiveness.

The term “teacher effectiveness” is used broadly, to mean the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

Dunkin (1997) considered Teacher Effectiveness as a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching. The term “Teacher Effectiveness” is used broadly, to mean the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. Vegas and Petrow (2008) categorized the variables like Student characteristics and behaviors, School and teacher characteristics and behaviors as well as Organizational factors that influence teacher effectiveness as follows:

James (2009) suggests that educational evaluation is a professional responsibility for academic staff, arising from a commitment to understanding the effects of teaching on students and to enhance student learning.

## **1.2 SPIRITUAL INTELLIGENCE**

Spiritual Intelligence is a term used by some philosophers, psychologists, and developmental theorists to indicate spiritual parallels with IQ (Intelligence Quotient) and EQ (Emotional Quotient). Zohar (1997) coined the term "Spiritual Intelligence" and introduced the idea in her book ‘Rewriting the Corporate Brain’. Danesh (1997) in his book “The psychology of spirituality” opines that the ultimate human reality is a spiritual one. Spirituality is highly individual and intensely personal. It is the basic belief that there is a ‘supreme power’, a being, a force, whatever we call it, that governs the entire universe. There is a purpose for everything and

everyone. It is inextricably connected with caring, hope, kindness, love and optimism. Spirituality gives one the power and the will to persist in the face of seemingly hopeless and insurmountable odds. It provides the strength to carry on the good fight for righteous cause. It provides an abiding sense of hope and optimism in a hopeless situation. Personal integrity while facing distress and complex situations is an indication of spirituality.

Gardner argued instead for an existential intelligence, which meets many of his original criteria for an intelligence, but concluded that existential intelligence, a more narrowly defined form of spirituality, is promising but in need of additional empirical evidence.

Variations of Spiritual Intelligence are sometimes used in corporate settings, as a means of motivating employees and providing a non-religious, diversity-sensitive framework for addressing issues of values in the workplace. According to Covey (2004), Spiritual Intelligence is the central and most fundamental of all the intelligences, because it becomes the source of guidance for the others. Definitions of Spiritual Intelligence rely on the concept of spirituality as being distinct from religiosity..

King (2007) who has undertaken a research on Spiritual Intelligence in Trent University (Canada) defines Spiritual Intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that: "...contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states." Wigglesworth (2012) defines Spiritual Intelligence as "the ability to act with wisdom and Compassion while maintaining inner and outer peace (equanimity), regardless of the circumstances." She also proposed 21 qualities in four quadrants that comprise the competencies of awareness and mastery in the realms of the subjective and the objective.

<p>Higher Self/ego self-Awareness</p> <ul style="list-style-type: none"> <li>- Aware of own world view</li> <li>- Aware of life purpose</li> <li>- Aware of values hierarchy</li> </ul>	<p>Universal awareness</p> <ul style="list-style-type: none"> <li>- Aware interconnectedness</li> <li>- Aware of other world views</li> <li>- Breadth of time perception</li> <li>- Aware of perception limits</li> </ul>
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<ul style="list-style-type: none"> <li>- Complexity of thought</li> <li>- Aware of ego and higherself</li> </ul>	<ul style="list-style-type: none"> <li>- Aware of Spiritual laws</li> <li>- Experience of oneness</li> </ul>
<b>Higher Self/ego self-Mastery</b> <ul style="list-style-type: none"> <li>- Commitment to Spirit, Growth</li> <li>- Keeping spirit in charge</li> <li>- Living purpose and values</li> <li>- Sustaining faith</li> <li>- Seeking guidance</li> </ul>	<b>Spiritual presence(social Mastery)</b> <hr/> <ul style="list-style-type: none"> <li>- Wise teacher of spirit</li> <li>- Wise change agent</li> <li>- Compassionate/wise decisions</li> <li>- Calming healing presence</li> <li>- Align ebb and flow of life</li> </ul>

### 1.3 TEACHING EXPERIENCE

Experienced teachers are on average more effective in raising student achievement than their less experienced counterparts. This happens not just because experienced teachers are more likely to work in schools and classrooms with more advantaged students. When researchers carefully adjust for this reality, they still find that more experienced teachers are, on average, more effective than teachers with fewer years of classroom experience

Most successful schools have a healthy combination of experienced teachers and new teachers. The experienced teachers give the schools stability and serve as mentors to the new teachers. The new teachers bring fresh ideas and enthusiasm. Experience is certainly important but interestingly enough some studies have shown that the benefits of experience become evident after just a few years of teaching and seem to peak at four or five years. In other words, teachers don't necessarily become more effective the longer they remain in the classroom.

#### EMERGENCE OF THE PROBLEM

Wangoo (1984), Seybold & Hill (2001), Compton (2005), Amram et al. (2009), Smith (2010), Jeloudar, et al (2011), Ozder, Hasan (2011), Yahayazadeh & Lofti (2012), George & Visvam (2013) found a positive significant relationship between Teacher Effectiveness and Spiritual Intelligence.

Several researchers like Joyamma (1962), Saxena (1968), Debnath (1971), Reddy (1980), Haddad (1985), Padmanabhaiah (1986), Idrisi (1987), Lopez (1995), O'Conner (1998), Rivkin, Hanushek & Kain (2000) have highlighted a positive relationship between Teacher Effectiveness and span of Teaching Experiences.

In controversion Klitgaard & Hall (1974), Murnane & Phillips (1981), Mann (1980), Subhrayan (1985), Rosenhotlz (1986) and Smith (2000), Onderi, Henry, Croll & Paul (2009) have reported that there is no significant relationship between Teaching Experience and Teaching Effectiveness.

To build a nation, teachers play a pivotal role. They have to nourish the young minds to be a great one. This is not an easy task as only the best teacher can bring out the best in us. Thus, to produce quality individuals, we need quality teachers. Effective teachers cannot be produced overnight. They need to be trained and evaluated in various aspects to make them the very best. An effective teacher will bring the development of a nation into greater heights and thus realizing a nation's aspiration. Envisaging the importance and influence of Spiritual Intelligence on the teaching profession, the investigator has designed the present study with an objective to study Teacher Effectiveness in relation to Spiritual Intelligence of Secondary School Teachers. Also the literature related to Teacher Effectiveness and Teaching Experience shows mixed results. So the investigator decided to examine relationship between these two variables also.

### **STATEMENT OF THE PROBLEM**

“A Study of Teacher Effectiveness of Secondary School Teachers in Relation to Spiritual Intelligence, and Experience”

### **OBJECTIVES OF THE STUDY**

1. To compare the Teacher Effectiveness of low and high Spiritual Intelligence groups of Secondary School Teachers in relation to Teacher Effectiveness.
2. To out the Teacher Effectiveness of Secondary School Teachers in relation to their Teaching Experience.
3. To compare the correlation between Teacher Effectiveness and Spiritual Intelligence of Secondary School Teachers.
4. To study the correlation between teacher and Teaching Experience of Secondary School Teachers.

## **HYPOTHESES**

1. The Teacher Effectiveness of high Spiritual Intelligence group will be more than low Spiritual Intelligence group of Secondary School Teachers.
2. There will be no significant difference in Teacher Effectiveness of Secondary School Teachers in relation to their Teaching Experience.
3. There will be significant positive relationship between Teacher Effectiveness and Spiritual Intelligence of Secondary School Teachers.
4. There will be no significant relationship between Teacher Effectiveness and Teaching Experience of Secondary School Teachers.

## **DELIMITATIONS OF THE STUDY**

The present study will be delimited to:

1. Ten private Secondary and Senior Secondary Schools of Chandigarh affiliated to C.B.S.E.
2. 100 Secondary School Teachers (approximately 10 from each school).
3. It will also be confined to only three variables – Teacher Effectiveness, Spiritual Intelligence and Teaching Experience.

## **REVIEW OF RELATED LITERATURE:**

Wangoo (1984) conducted a study on “Teacher Personality Correlation and Scholastic Competence as Related to Teacher Effectiveness”. He concluded from his study that (i) intelligence and effective teaching are positively correlated (ii) humble teachers are more effective than teachers with assertive character. (iii) Tough minded teachers have positive and significant co-relation with effective teaching than tender minded teachers (iv) Teachers who possessed an experimental outlook are more successful than teachers with conservative outlook (v) teachers with group dependent attitude possessed positive and significant co-relation with effective teaching than self -sufficient and relaxed teachers.

Research by Seybold & Hill (2001) has suggested that spiritual beliefs, commitments, and activities appear to be connected to psychological well-being, positive interpersonal functioning and stability, and better quality of life.

Amram et al. (2009) indicated that spiritual intelligence contributes greatly to job management and individual self-efficacy. Jeloudar et al (2011) found a significant relationship between teachers' spiritual intelligence and the six strategies of classroom discipline, including discussion, recognition, involvement, hinting, punishment, and aggression.

In respect of teaching efficiency, Debnath (1971) reported that age, experience, academic achievement and professional training were significant determinants of teaching efficiency. Klitgaard & Hall (1974); Murnane & Phillips, (1981) found a positive relationship between teachers' effectiveness and their years of experience, but the relationship observed is not always a significant or an entirely linear one. Mann (1980) established that more successful teachers in comparison to less successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relation, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life and effective in adjustment

Padmanabhaiah (1986) conducted a study on "Job Satisfaction and Teaching Effectiveness of Secondary School Teachers". He reported that the variables age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness.

Rivkin, Hanushek & Kain (2000) suggest on the basis of available evidence suggest that while inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after a few years.

Ünal & Ünal (2012) found that there is a positive correlation between the years of teaching experience and scores received on behaviour management and instructional management confirming the relationship that as teachers became more experienced, they also become more controlling on both behavioural and instructional management.

Several researchers like Joyamma (1962), Saxena (1968), Reddy (1980), Idrisi (1987), O'Conner (1998) have highlighted a positive relationship between teacher effectiveness and span of teaching experiences.

Rosenhotlz (1986) and Smith (2000) have reported that there is no significant relationship between teaching experience and effective teaching.

## **METHOD AND PROCEDURE**

**RESEARCH METHOD:** The present study aims at finding the Teacher Effectiveness in relation to Spiritual Intelligence and Teaching Experience. Keeping in mind the nature of the study descriptive survey method of research was adopted.

**DESIGN OF THE STUDY:** The target population of the study was Secondary School Teachers teaching in private schools of Chandigarh. From the list of all private schools of Chandigarh, ten schools were selected at random. From each of these schools, ten Secondary School Teachers were selected. Thus, sampling frame of the study comprised of the 100 Secondary School Teachers teaching in private schools of Chandigarh.

In the present study, the factors of Spiritual Intelligence and Teaching Experience are the independent variables, whereas the factor of Teacher Effectiveness is the dependent variable. The variable Spiritual Intelligence was studied at two levels- Low Spiritual Intelligence group and High Spiritual Intelligence group. The scale of Spiritual Intelligence was administered to teachers. The low Spiritual Intelligence and high Spiritual Intelligence groups were formulated by taking bottom 27% and top 27 % teachers. The variable of Teaching Experience was studied at four levels- *Less than equal to 5 years; 6-10 years; 11-15 years; more than equal to 16 years.*

### **SAMPLING**

Out of all the private Secondary and Senior Secondary Schools of Chandigarh, 10 schools were selected at random. From each school ten Secondary School Teachers were randomly selected for data collection. As the present study aims at finding Teacher Effectiveness in relation to Spiritual Intelligence and Teaching Experience. For this purpose random sampling technique was applied for collection of data.

The sampling frame of this study comprised of 100 Secondary School Teachers of teaching in private schools across Chandigarh. A random sample of 10 teachers was taken from each school.

### **TOOLS USED**

Research tools play a major role in any research, as it a sole factor in determining the sound data and in arriving at accurate conclusion about the study in hand, which ultimately helps

in providing suitable remedial measures to the problem concerned. In the present study the investigator will use the following standardized psychological tools.

1. Teacher Effectiveness Scale prepared by Dr. Shallu Puri and Prof. S C. Gakhar (2010).
2. Spiritual Intelligence Scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar (2010).

### **DESCRIPTION OF THE TOOLS IS GIVEN BELOW:**

#### **The Teacher Effectiveness Scale prepared by Shallu Puri and Prof. S C. Gakhar (2010)**

The Teacher Effectiveness Scale prepared by Shallu Puri and Prof. S C. Gakhar is an instrument designed to measure the Teacher Effectiveness of Secondary School Teachers.

It consisted of 67 statements. These statements belonged to the following teacher behaviour categories.

**Table 3.1**

<b>Sr. No.</b>	<b>Category</b>	<b>Item wise Serial No.</b>	<b>Total</b>
I	Academic and professional knowledge	1,2,3,4,5	05
II	Preparation and presentation of lesson plan, classroom management	19,20,39,40,41,42,43,45,46, 47,48,49,50,51,53,54,55,56,57 60,63,65,77	23
III	Attitude towards students, parents, colleagues, head of institution	6,7,12,13,15,18,23,24,25,34,35	11
IV	Use of motivation reward and punishment and interest in all round development of students	8,9,10,11,36,37,38	07
V	Result, feedback accountability	61,62	02
VI	Personal Qualities	21,22,28,29,30,31,32,33,58,66, 67,69,70,71,72,73,74,75,76	20

**The Spiritual Intelligence Scale prepared by Dr. Santosh Dharand and Dr. Upinder Dhar (2010)**

The Spiritual Intelligence Scale prepared by Dr. Santosh Dharand and Dr. Upinder Dhar was used to measure the Spiritual Intelligence of the teachers.

Based on the review of literature on Spiritual Intelligence and views of subject experts, 53 items/statements were finalized and presented on a 5-point Likert scale for administration on 323 executives in varied organisations. The collected data were tabulated and item-total correlations were computed to identify the items/statements which significantly contributed towards Spiritual Intelligence. All the items/Statements had significant coefficients of correlation at .05 level of significance and were thus retained.

The data were subjected to Factor Analysis by using SPSS and fifteen factors: Conviction, Self efficacy, Inner Harmony, Forgiveness, Achievement Orientation, Self Actualization, Self Realization, Humane, Just, Generous, Ethical, Privy, Compatible, Altruism and Optimism emerged.

These fifteen factors were further subjected to second order factor analysis to find the dimensions of Spiritual Intelligence and six dimensions: Benevolence, Modesty, Conviction, Compassion, Magnanimity and Optimism emerged. However, to explore the degree of relationship between total raw score of the measure and these factors and dimensions, factor-total correlations, dimension-total correlations, Inter-dimension correlations and factor –dimension correlations were computed.

### **STATISTICAL TECHNIQUES USED**

To find out the Teacher Effectiveness in relation to Spiritual Intelligence and Teaching Experience of the Secondary School Teachers of Chandigarh, the following statistical techniques were used:

1. Descriptive statistics such as Mean, Median, Standard Deviation.
2. Inferential statistics such as one way ANOVA
3. Karl Pearson's Correlation
4. t-test

**ANALYSIS AND INTERPRETATION OF DATA:** After building a necessary context of the study, drawing the objectives, reviewing the related literature, and explaining the plan and procedure of the study in previous chapters, the next part is to take up analysis and interpretation of data in the light of the objectives of the study. However valid, reliable and adequate the data may be, it does not serve any worthwhile purpose unless it is clearly collected, systematically classified and tabulated, scientifically analysed, intelligently interpreted and rationally concluded.

The present chapter deals with the result and their corresponding interpretations in accordance with the framed hypothesis.

The present chapter purports to test the following hypotheses:

5. The Teacher Effectiveness of Low Spiritual Intelligence will be less than High intelligence group.
6. There will be no significant difference in Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience.
7. There will be significant positive relationship between Teacher Effectiveness and Spiritual Intelligence of Secondary School Teachers.
8. There will be no significant relationship between Teacher Effectiveness and Teaching Experience of Secondary School Teachers.

**a. TESTING OF HYPOTHESES**

**Hypothesis- 1: The Teacher effectiveness of Low Spiritual Intelligence will be less than High intelligence group.**

**Table 4.1**

**Group comparison between means of Teacher Effectiveness of high and low Spiritual Intelligence groups of Secondary School Teachers**

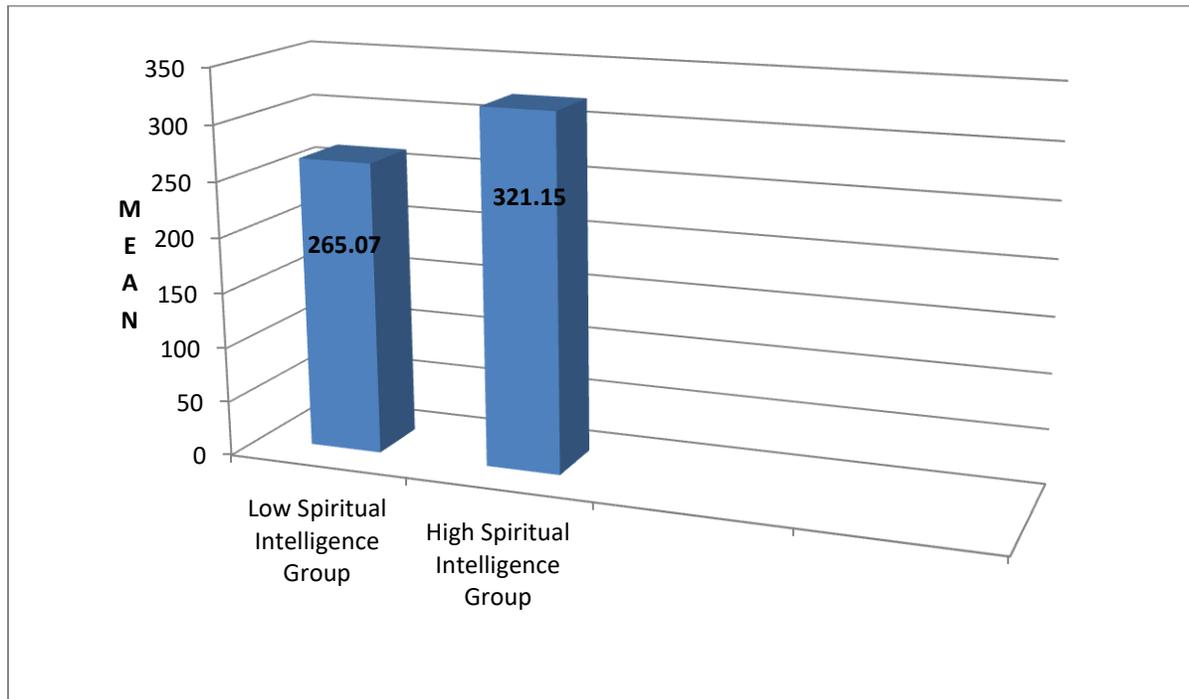
<b>Teacher Effectiveness</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t – value</b>	<b>Remarks</b>
<i>Low Spiritual Intelligence group</i>	27	265.07	28.413	7.904	<i>Significant At .01 level</i>

<i>High Spiritual Intelligence group</i>	27	321.15	23.484		
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The above table 4.1 shows the data relating to Teacher effectiveness of high and low spiritual group of Secondary School Teachers. The table depicts that the mean score of the Teacher Effectiveness of low Spiritual Intelligence is 265.07 and high Spiritual Intelligence is 321.15. The standard deviation of Teacher Effectiveness of high and low Spiritual Intelligence is 23.484 and 28.413 respectively. The calculated t – value is 7.904 which is significant at .01 level and is in favour of High Spiritual Intelligence group.

Therefore hypothesis 1, the Teacher Effectiveness of low Spiritual Intelligence will be less than high intelligence group is thus accepted.

The results are diagrammatically represented in Figure 4.1 below:



**Figure 4.1** Title: Bar diagram showing difference between Mean scores of Low Spiritual Intelligence groups and High Spiritual Intelligence on Teacher Effectiveness.

**Hypothesis 2:** There will be no significant difference in Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience.

*Table 4.2*

**Table of ANOVA for effect of Teaching Experience on Teacher Effectiveness**

<b>Source of Variance</b>	<b>Number of Cases</b>	<b>Mean</b>	<b>S.D.</b>	<b>Sum of Squares</b>	<b>Degrees of Freedom</b>	<b>Mean Square</b>	<b>F Value</b>	<b>Level of Significance</b>
Less than equal 5 years	38	283.63	35.84	6580.98	3	2193.66	2.184	Not Significant
6-10 years	31	297.19	28.88					
11-15 years	9	301.44	29.04					
More than equal to 16 years	22	302.77	28.57					
Error				96443.77	96	1004.623		

The perusal of the above table 4.2 shows the effect of Teaching Experience on Teacher Effectiveness and F-ratio of 2.184 is found to be non-significant. The result shows the non-significant difference among Teaching Experience of Less than equal to 5 years, 6-10 years, 11-15 years, more than equal to 16 years in relation to Teacher Effectiveness.

Therefore Hypothesis 2, that there will be no significant difference in Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience is thus accepted.

**Hypothesis 3:** There will be significant positive relationship between Teacher Effectiveness and Spiritual Intelligence.

*Table 4.3:*

**Relationship between Teacher Effectiveness and Spiritual Intelligence of Secondary School Teachers**

<b>Variables</b>	<b>N</b>	<b>Correlation</b>	<b>Remarks</b>
Teacher Effectiveness	100	.68	Significant at 0.01 level
Spiritual Intelligence	100		

The above table 4.3 shows the data relating to correlation of the variables Spiritual Intelligence and Teacher Effectiveness. The correlation between the Spiritual Intelligence and Teacher Effectiveness of Secondary School Teachers is .68 which is Significant at 0.01level.

Therefore, hypothesis 3 ‘There will be significant positive relationship between Teacher Effectiveness and Spiritual Intelligence.’ is thus accepted.

**Hypothesis 4: There will be no significant relationship between Teacher Effectiveness and Teaching Experience of Secondary School Teachers.**

The objective of this study was to know the relationship between Teacher Effectiveness and Spiritual Intelligence of Secondary School Teachers. After knowing the relationship between Teacher Effectiveness and Teaching Experience of Secondary School Teachers, Karlpearson’s coefficient of correlation has been computed and results has been presented in the table 4.4.

**Table 4.4:Relationship between Teacher Effectiveness and Teaching Experience of Secondary School Teachers**

<b>Variables</b>	<b>N</b>	<b>Correlation</b>	<b>Remarks</b>
Teacher Effectiveness	100	.156	Not Significant
Teaching Experience	100		

The above table 4.4 shows the data relating to correlation of the variables Teacher Effectiveness and Teaching Experience. The correlation between Teacher Effectiveness and Teaching Experience of Secondary School Teachers is .156 which is not significant.

Therefore hypotheses 4: ‘There will be no significant relationship between Teacher Effectiveness and Teaching Experience of Secondary School Teachers.’ is thus accepted. It concluded that there exist no correlation between Teacher Effectiveness and Teaching Experience.

## **DISCUSSION OF RESULTS**

The results derived from the analysis of the data shown in the tables from 4.1 to 4.4 are discussed and analysed in the light of the hypotheses formulated. The present study included Variable: Teacher Effectiveness, Spiritual Intelligence and Teaching Experience. The scores were tabulated and the data was made ready for the several statistical measures. The results of the various related studies have also been compared with the results of the present study to make the study more meaningful.

The first hypothesis of the study states that, “The Teacher Effectiveness of low Spiritual Intelligence will be less than high intelligence group”. The perusal of the table 4.1 reveals that high and low groups of Spiritual Intelligence showed significant difference in the mean scores and is in favour of high Spiritual Intelligence group. The calculated t-value is 7.904 which is significant. Thus the first hypothesis “The Teacher Effectiveness of low Spiritual Intelligence will be less than high intelligence group” is thus accepted. The result is fully supported by the conclusions of research by Seybold & Hill (2001), Amram et al. (2009) and Ozder, Hasan (2011).

The second hypothesis of the study states that “There will be no significant difference in Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience”. The perusal of table 4.2 depicts *the effect of Teaching Experience on Teacher Effectiveness and F-ratio of 2.184 is found to be non-significant. The result shows the non-significant difference in Teacher Effectiveness in relation to Teaching Experience of Less than equal to 5 years; 6-10 years; 11-15 years; more than equal to 16 years. Therefore Hypothesis 2, that there will be no significant difference in Teacher Effectiveness of Secondary School Teachers in relation to Teaching Experience is thus accepted. The result of the present study finds disagreement in research conducted by Debnath (1971), Mann (1980), Haddad (1985), Padmanabhaiah (1986) and Rivkin, Hanushek & Kain (2000). The results of the present study finds agreement in research conducted by Subharayan (1985).*

*The table 4.3 shows the data relating to correlation of the variables Spiritual Intelligence and Teacher Effectiveness. The correlation between the Spiritual Intelligence and Teacher Effectiveness of Secondary School Teachers is .68 which is significant at 0.01 level. Therefore hypothesis 3 ‘There will be significant positive relationship between Teacher Effectiveness and*

Spiritual Intelligence.' *is thus accepted. The result of the present study finds support in the study conducted by Wangoo (1984), Compton (2005), Smith (2010), Jeloudaret al (2011), Yahayazadeh & Lofti (2012) and George & Visvam (2013).*

The fourth hypothesis states that 'There will be no significant relationship between Teacher Effectiveness and Teaching Experience of Secondary School Teachers'. *The table 4.4 shows the data relating to correlation of the variables Teacher Effectiveness and Teaching Experience. The correlation between Teacher Effectiveness and Teaching Experience of Secondary School Teachers is .156 which is not significant. Therefore hypotheses – 4: 'There will be no significant relationship between Teacher Effectiveness and Teaching Experience of Secondary School Teachers.' is accepted. The result of the present study is supported by the study conducted by Rosenhotlz (1986), Smith (2000) and Onderi; Henry; Croll, Paul (2009). Whereas the result of the present study finds disagreement in the research conducted by Joyamma (1962), Saxena (1968), Klitgaard & Hall (1974); Reddy (1980), Murnane & Phillips (1981), Idrisi (1987), O'Conner (1998).*

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