



MIZORAM

UNIVERSITY

TANHRIL: MIZORAM - 796004

Dr. Lalhriatpuii

Phone: 9718254231

Department of Education

E-mail: Hriatslal @ gmail.com

CERTIFICATE

This is to certify that **Lallianvungi, Ph.D Scholar, Department of Education, Mizoram University, Registration No. MZU/Ph. D./1047 of 06. 11. 2017, has written her thesis entitled ‘A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of Higher Secondary School Teachers in Mizoram’, under my guidance and supervision. In preparing the thesis, Lallianvungi has complied with all the requirements as laid down in the Ph. D Regulation of the University. The thesis is the original work of the scholar and has not been submitted for any degree to other University.**

(Dr. LALHRIATPUII)

Supervisor

DECLARATION

MIZORAM UNIVERSITY

December, 2020

I, Lallianvungi, hereby declare that the subject matter of this thesis is a record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Education.

(LALLIANVUNGI)

Candidate

(Prof. H. MALSAWMI)

Head

Department of Education

(Dr. LALHRIATPUII)

Supervisor

Department of Education

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Dated Aizawl

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(LALLIANVUNGI)
Department of Education
Mizoram University

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CHAPTER – I

INTRODUCTION

1.1 Background of the Study

Teachers are the biggest assets and pillars of educational institutions. Teaching as a profession is becoming exigent and there is a call for more competent teachers so as to meet the demand of complex classroom situations and to meet the demands of the society. Today, we live in a globalized multicultural society and it is not only emotional and social intelligence that are the most pressing matter, but it is spiritual intelligence that enables teachers to teach competently and effectively with a pragmatic attitude and satisfaction in their teaching profession. If a teacher is spiritually intelligent, he/she shall be attributed to the attaining a sense of morality, an ability to stamp rigid rules with cognizance and compassion and the ability to perceive when and where cognizance and compassion have their limits and curtailment.

A competent teacher with high spiritual intelligence is likely to be well satisfied in his/her job. It is crucial for a teacher to have essential elements of spiritual intelligence such as benevolence, modesty, compassion, conviction, magnanimity and optimism. A teacher who is pleasant, friendly and cooperative can win the confidence of the students and play the role of a counsellor (Vijayalaxmi, 2006). In the 21st -century, competencies have been defined as the knowledge, skills and attitudes requisite to be competitive in the 21st century workforce. The responsibility of a teacher is multifold. It is pivotal for a competent teacher to be reactive on innovative pedagogy in transmitting the present needs of the situation in the teaching-learning process both within and outside the four walls of the classroom. Teachers need to possess

professional competencies such as to perform complex pedagogical skills and the ability to meet complex demands in pursuit of excellence. Many studies suggested that spiritual intelligence escalates deep self-awareness, the ability to use spiritual wisdom, the capacity to have forgiveness and the ability to understand multiple levels of consciousness (meditation) and therefore shall have a positive impact on an individual's psycho-social wellbeing and quality of life.

Spiritual intelligence of an individual requires capabilities in order to assemble compliance and effective action and produce high-value products and outcomes. Generally, the development of spiritual intelligence structure will be considered as using the capacities and spiritual resources in a practical situation. It seems that any discussion of spiritual intelligence will be incomplete without understanding the broad range of spiritual experiences. Unlike the logical intelligence which computers have and unlike emotional intelligence which primates have, spiritual intelligence is dedicated to humans which is the most basic and most important kind of intelligence (Kadkhoda, 2010).

A spiritually competent teacher shall have willingness to serve with purpose and shall enlarge professionally and be well satisfied in his/her teaching job thereby inaugurating a courteous environment for a diverse population of students. Teaching competency is more than just having knowledge, expertise and skills. It involves the ability to procure teaching skills, emotional competencies, psycho-social skills, virtuous academic performance, leadership skills and exemplary personality. A competent teacher with high spiritual intelligence shall see things in a wider context and embrace a holistic thinking

approach with greater responsibility to redesign the attitude of students as well as the society in general.

Progressive theoretical ideas, pedagogical innovations and pedagogical culture should be an integral part of teaching competency for a teacher at the secondary and higher secondary stage. Teaching competency is an inherent element of an effective training process, one that aspires to contribute for the welfare of students and society. In order to have job satisfaction for a teacher, he/she shall be spiritually competent. Positive attitude towards the job indicates job satisfaction.

Job satisfaction is under the influence of many external and internal factors. Therefore, it is crucial for a teacher to obtain a set of spiritual competencies and teaching competencies so as to achieve a feeling of satisfaction at workplace. Job satisfaction is connected with many constructive elements such as intrinsic aspect of the job, attractive salary, promotional avenue and service conditions, alluring physical facilities, institutional plans and policies, satisfaction with social status and family, rapport with students, healthy relationship with co-workers. Job satisfaction is one factor that will ensure class performance and productivity of students. The teachers would get interested to teach and shall have the desire to progress spontaneously and effectively when they are satisfied with their job.

The productivity of teachers is inclined to grow with job satisfaction. Highly satisfied teachers in their job will be able to deliver quality education to students by motivating and persuading them. Past studies suggested that low job satisfaction adversely affects the productivity level of even highly qualified

and skilled teachers. It also affects productivity through burnout, absenteeism and turnover of teachers. (Chamundeswari, 2013).

Spiritual intelligence, teaching competency and job satisfaction of the present study laid substantial emphasis on the co-operation, happiness and effective interpersonal relationship between the teacher and the taught, building mutual understanding and respect between the teaching and non-teaching staff. The ability to practice the essential qualities of human life such as empathy, humility, charity, gratitude and spiritual values within the family, community and society is very much significant for all human beings. For building these essential qualities of human life, teachers lead the most important role for the transmission of knowledge and values to young and future generations. Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa.

The present world is living in a fast-moving lifestyle that is full of technological advancement in various fields which creates development and progress in each and every corner of life bringing an alarming and awful threat in our daily activities. The incidents which happened in one part of the country simultaneously affects the other parts of the world as the world is a global village which ultimately leads to ritual conflicts and misunderstanding among the people from different parts of the world. We constantly experience physical distortions within every second. The present globalized world is an era of transmitting knowledge and moral values. Now is the time to focus on research-based facts and pedagogical innovations. Education is the most effective means of social justice, personal development and advancement. For bringing social justice, personal development and advancement, the key

metaphor is a teacher. Inculcating and disseminating values, attitudes, knowledge and interpersonal relationship are the important elements of competencies for the teachers in transacting the pedagogical ideas and analysis among student learners. Empowering our future generation with the right kind of life skills and attitude is a challenging task for a teacher in the 21st century. Teacher as a reflective practitioner has various challenging responsibilities towards holistic development of the students. It is the sole responsibility of the teacher to change students' values and attitudes towards life in order to create congenial environment. Gandhiji rightly stated that the function of education is to create ideal citizens. For having an ideal citizen, one should possess the quality of right conduct of living. Education is the prime instrument for uniting nations and bringing humans together, understanding and mutual appreciation among individuals, communities and nations in promoting the living standards. So, it is the need of the hour to live congenitally and to be accepted and valued by others. For realizing and attaining the all-round growing demands of life, one should begin with the children from elementary to university as they are future assets in building a nation. To begin with children, the teacher is the heart and core for rendering those greatest responsibilities in molding and shaping the intellects of the youngsters in promoting intellectual development. Education is considered as the most powerful instrument for social demand. It is only through education that society can bring desirable changes in a socially desirable channel. Education imparts knowledge, training and skills as well as inculcating new ideas, values and attitudes among the people. Through education, many of the old superstitious beliefs that have prevented progress can be changed to introduce enlightened ideas. Backwardness and poverty of

the masses, as pointed out by Mahatma Gandhi is due to illiteracy and ignorance. Satisfaction with the teaching job has important message for all teachers. It means that the teachers are optimistic and committed to their teaching job. It also helps them to bring their best qualities to their respective institutions so that students, parents, community and the society may benefit from their noble services.

1.2 Spiritual Intelligence

Spiritual intelligence has been equated with being open, compassionate, more unflappable and buoyant. Spirituality involves a sense of wholeness, connectedness at work and deeper values (Gibbons, 2000). Workplace spirituality can also be defined as the recognition that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community (Ashmos & Duchon, 2000).

Spiritual well-being has been purported to provide a significant inner strength to people, especially in times of uncertainty and chaos in life (Tart, 2000). Spirituality is an orientation towards positive values, improved work performance, improved relations with co-workers and supervisors, increased work satisfaction and decreased turnover propensity (Alexander, 1993).

Based on the review of literature on spiritual intelligence, 'spiritual' refers to deep feelings and beliefs. The activities, whether physical, emotional or intuitional that lead to greater perfection, goodness and wholeness are spiritual. To succeed in solving any problem depends on the factors like knowing ourselves, knowing the problems of others, knowledge of the ground situation and knowledge of the techniques need to be applied based on the circumstances.

Spiritual intelligence is the ability to know oneself, to know other people, to know the reality, to understand the desired objectives and the ability to choose the right techniques based on the circumstances. This knowledge cannot be taught but it comes only with self-attainment and self-realization. Spiritual intelligence can be defined as an intuitive knowledge of the self, others, situations and techniques that to achieve the desired objectives of the world.

A spiritually intelligent person possesses a holistic view of the world in the present, past and future. His/her thoughts become one with the thought of the supreme and flows with the energy of the divine. Spiritual health is a matter of attitudes and a way of looking at situations and concern for others and a genuine desire to help and assist others.

According to Zohar (2000) “Spiritual Intelligence is our access to and use of meaning, vision and value in the way that we think and the decisions that we make”. Zohar has referred to Maslow’s (1970) famous pyramid of human needs. At the base of the pyramid are survival needs and capping the top is the highest need of all, self-actualization. She says the pyramid needs to be inverted and struck in the mud. According to her, self-actualization is our loftiest need, the very bedrock of all needs.

Steps to spiritual intelligence as stated by Zohar are self-awareness, be vision and value led, the capacity to face and use adversity, be holistic, celebration of diversity, field independence, the tendency to ask why, the ability to reframe, spontaneity, compassion.

Like scientific knowledge, spiritual knowledge too is acquired by methods that sages discovered through self-realization. Many people around the globe believe

in these methods and apply this knowledge to lead a successful joyful life. Spiritual intelligence helps us in knowing the deepest secrets of the material and non-material worlds and thereby influences the souls of others and their way of thinking.

Spiritual Intelligence (SQ) underpins Intelligent Quotient (IQ) and Emotional Quotient (EQ). Spiritual intelligence is the ability to access higher meanings, values, abiding purposes and unconscious aspects of the self and to embed values and purposes in day to day living and more creative life.

At the beginning of the twentieth century, psychologists discovered ways and means to measure intelligence that developed into an obsession with IQ. In the mid 1990's Daniel Goleman popularized research into emotional intelligence- EQ, pointing out that EQ is a basic requirement for the appropriate use of IQ. In this century, there is enough collective evidence from psychology, neurology, anthropology and cognitive science to show us that there is a third 'Q'-SQ also known as Spiritual intelligence. It has interfered with spirituality to help oneself in creating a balance amongst the various facets of their life. SQ is uniquely human and the most fundamental intelligence. SQ is what we use to develop our longing and capacity for meaning, vision and value. It allows us to dream and to strive. It underlies the things we believe in and the role actions that we take and the way we shape our lives. (Zohar, 2005).

In the last few decades, spiritual intelligence has been accepted more and more as an important human functioning, which has a complex association to moral freedom and satisfaction towards the job. 'Spiritual' refers to deep feelings and beliefs as opposed to physical and material things. Any activities whether

physical, emotional or intuitional etc., that leads towards greater perfection, goodness and wholeness is spiritual. A religious person may be spiritual but a spiritual person is not necessarily religious. Without the physical sun, the world will be dark, cold and a dead place. Likewise, without the soul (the heart of the inner spiritual wisdom-the inner soul) the world is full of darkness in psychology in the form of ignorance, selfishness and separateness. Therefore, spiritual refers to the evolutionary process as it drives forward human beings to perfect wholeness. Spiritual values are qualified by ever-widening horizons, synthesis, growth and wholeness as well as greater vision, understanding and integration. Spiritual Intelligence has a complex association to moral freedom and satisfaction towards the job, which is an integral part of both personal and professional development. It also fosters a sense of job satisfaction which influences the morale of the teacher and motivates them to perform better.

“To enjoy good health, to bring true happiness to one’s family, to bring peace to all, one must first discipline and control one’s own mind. If a man can control his mind, he can find the way to enlightenment and all wisdom and virtue will naturally come to him” (Gautama Buddha, 6th Century B.C).

1.3 Teaching Competency

Competency is a term used extensively in different contexts by different people. In the present study, competency means the capacity to apply a set of related knowledge, skills and abilities required to perform successfully in the work setting. Therefore, competencies are observable, measurable and possible to assess from the performance of the employees.

Teaching competency includes a thorough knowledge of the content. A teacher’s competency mainly includes the strategies, understanding of student psychology

and the process of learning. It is rightly said that teaching competency is an ability to apply theory into practical situations (Nishta, 2019). Efficient and effective performance of a teacher in the job for bringing about desirable outcomes is one of the important aspects of teaching competency.

Teacher's competency is considered as the single most determining factor that governs the quality of education. It is said that ninety (90) percent of the student's success in academic and life time achievement depends upon the teachers' competencies because whatever practising in schools define the social and intellectual competencies and character of the new generation in shaping and running the society as quality and relevance have become the catch words of 21st century.

There is a well-known fact that the role of the teacher has changed the vast changes occurring in the socio-economic, political and technological scenario of the present world. The teacher is treated as the transmitter of knowledge who fills the minds of the learner with the content of learning. Learners are becoming active partners in the process of constructing knowledge. A teacher's role is mainly as a facilitator in the process of knowledge construction. The competency of a teacher involves problems and needs related to education programmes that may transform an aspiring teacher into a competent professional fully equipped with knowledge and skills to perform teaching tasks exploring the possibility of generating human as well as physical resources from the community for educational purposes. In addition to mastery of basic skills, competent teachers are expected to demonstrate through understanding of the content of their curricular areas, pedagogical capabilities, communication skill and professionalism. Keeping in view, various national and international

commissions and committees have accepted the importance of teacher's competency in determining the quality of the teaching learning process. Professional developments are essential prerequisites for improvement of the school system. Therefore, all progressive societies give top priority to teachers to invest rich dividends in terms of skilled human resources and in order to achieve this ends, competent teachers are required in every educational institution to increase the effectiveness of the educational institutions.

1.4 Job Satisfaction

Satisfaction is an essential factor in any profession. Unless a person is satisfied with the job, it is very difficult to carry on his or her duties honestly and efficiently.

Job satisfaction is the result of various attitudes of an employee towards the job. Job satisfaction is an effective reaction to an individual's work situation and has been described as a positive emotional response resulting from appraisal of one's job (Lock, 1976). One of the aspects that can lead to dissatisfaction is one's attitude towards one's job (Herzberg, 1957).

Job satisfaction implies a feeling of pleasure, happiness and motivation in rendering the job and a feeling of fulfilment or enjoyment that a person derives from the job. A person who is well satisfied with his or her job tends to achieve valuable and higher productivity as he or she shall perform the task with full of energy with commitment and complete the necessary tasks with ease and with full motivation. A person who is dissatisfied with his or her job may have no interest in his or her task and perform with fatigue and become a lethargic worker. A lethargic worker tends to achieve lower productivity as they lack motivation in his or her job and will ultimately lead to loss of profit as well as

low productivity. Job satisfaction happens when an employee feels job stability, career development and a joyful balance of work. If a person has a positive perception of a job, he or she shall have job satisfaction. Job satisfaction increases when the employees have a good relationship with their peers and colleagues. A satisfied employee is always important for an organization.

Every employee wants strong career growth and work-life balance at workplace. If a teacher feels happy with the workplace environment, he or she will perform the job with all efforts.

Therefore, a teacher who is satisfied in his job shall have a wider outlook and embrace a holistic thinking approach with greater responsibility to redesign the attitude of students as well as the society in general. It is a function of the perceived relationship between what one expects and how much value or priority he/she attributes to it.

Job satisfaction is the feeling of pleasure and achievement that one experiences in the job. It is a mental condition of a person to any type of work. Many people are more interested in job satisfaction than earning large amounts of money. Someone may feel satisfaction in his/her job while his/her colleague may feel unsatisfactory in the same work depending upon their attitude towards the job. High spiritual intelligence shall uplift satisfaction of a teacher in his teaching job and influence the morale of the teacher and motivates them to perform better.

1.5 Significance of the Study

A competent teacher shall be able to face the multiplex challenges of everyday life. Our education system in today's world aims at divulging positive learning outcomes and meeting the needs of a learner in order to become productive and informed members in a society.

Therefore, the redefining of teacher's professional competencies should be reviewed consistently in parallel with the growing changes and demands of the present society through continuous research studies. As the world is approaching globalization, teachers act as mediators for learning and to foster skills needed towards students so as to become a global citizen. Adequate spiritual intelligence among teachers shall ameliorate the teacher's professional performance and thereby boosts institutional productiveness. Besides, to become a competent teacher, it is imperative for the teacher to know the meaning and purpose of life, understand the values of life and possess a healthy mind-set at the workplace as these are the fundamental basis of spiritual intelligence.

If a teacher is spiritually intelligent, he/she shall be attributed to attaining a sense of morality, an ability to stamp rigid rules with cognizance and compassion and the ability to perceive when and where cognizance and compassion have their limit and curtailment.

This study will focus on imparting spiritual values, teaching competencies and intrinsic and extrinsic factors that affect job satisfaction for all teachers. It may also serve as input to enhance and magnify the essential qualities requisite for a teacher.

Many studies suggested that spiritual intelligence escalates deep self-awareness, the ability to use spiritual wisdom, the capacity to have forgiveness and the ability to understand multiple levels of consciousness (meditation) and therefore shall have a positive impact on an individual's psycho-social wellbeing and quality of life. Taking into consideration, the three variables of the present study viz. spiritual intelligence, teaching competency and job satisfaction of all teachers, it laid greater significance on the overall performance and productivity of schools. The findings of the study may also encourage other researchers to carry off interest in the related problems for further research. Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa.

The main focus of the present study is to examine the relationship between spiritual intelligence, teaching competency and their ways of conceiving the concept of job satisfaction among competent teachers of higher secondary schools in Mizoram. Spiritual intelligence helps teachers solve global problems as it creates global awareness (Sisk, 2008). Spiritual intelligence magnifies the job satisfaction of a person and determines the morale of the teacher and motivates them to perform better in their job.

As spiritual intelligence, teaching competency and job satisfaction are interrelated to one to another, a person who is highly spiritual intelligent shall have better job satisfaction and orientation in rendering the task and if a person performed the task with pleasure, happiness and motivation, he/ she can perform the job with ease and able to relish the work and task diligently. A spiritually intelligent teacher is always optimistic about the future and shall

acquire spiritual traits such as benevolence, compassionate attitude towards others, conviction, modesty, magnanimity and humility. Likewise, a competent teacher shall meet the required traits that the teacher must possess such as teaching skills, emotional competencies, psycho-social skills, academic performance, leadership quality and exemplary personality. Moreover, an employee can be inclined by many important factors in order to have satisfaction in his/ her job which includes an intrinsic aspect of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers. Therefore, one could not under-value the significance and the applicability of these important components of spiritual intelligence, teaching competency and job satisfaction.

Spiritual intelligence has the ability to dissolve old patterns and old ways of thinking. It also has the force to dissolve old motivations and access higher meanings, values, purposes, existence and unconscious aspects of the self and to have richer and more creative values of life. On the other hand, whatever practice in schools today defines the social and intellectual competencies and character of the new generation in shaping and running the society. Therefore, teacher competency is considered as one of the most crucial factors in determining the quality of education. Moreover, in order to carry out the profession efficiently and effectively, one needs to have a positive attitude towards his/her profession. Job satisfaction is an attitude of individuals towards their jobs which results from their views of the jobs and the extent to which there is an apt relationship between the individual and the organization. Many

research studies highlighted the relationships between the three variables viz. spiritual intelligence, teaching competency and job satisfaction owing to the fact that spiritual intelligence makes us wholesome individuals, thereby understanding human values with integrity and attaining profound satisfaction in life. Spirituality helps in inculcating values and builds culture in an institution. (Jurkiewicz & Giacalone, 2004) High spirituality makes employees more responsible and even loyal. (Rego & Cunha, 2008). Spiritual Intelligence helps teachers to carry out their functions as teachers. Teachers are regarded as someone very high in society. (Emmons, 2000).

On the basis of the related studies, it was also found that spiritual intelligence, teaching competency and job satisfaction have been more and more accepted as an important part of human productivity. As such, the topic of the present study is a burning issue for bringing quality education as it is a relevant problem for study and applicable findings that more researches can be conducted in this specific area in order to find out the effective measures to provide the necessary moral, spiritual upliftment, teaching proficiency and job satisfaction among teachers of higher secondary schools. Competent teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. This will embrace holistic thinking and will enable them to think critically and creatively for themselves. Awareness of proper nurturing of spiritual intelligence, teaching competencies and job satisfaction are the most urgent needs of the hour among teachers from elementary to university level.

The present study, 'A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of Higher Secondary School Teachers in Mizoram', is an

important investigation to identify the challenging and emerging factors associated with the teachers in performing their job as teachers play a pivotal role in the enlightenment of human civilization through the process of education and contributed to development its citizens.

Therefore, the present study will serve with purpose to foster the psycho-social well-being of higher secondary school teachers in Mizoram. Since spiritual intelligence, teaching competency and job satisfaction are important aspects of a teacher to possess, the investigator considers the study as a dire need to solve the strain and awkwardness confronted among today's youths and leading the adolescents into the right track in the midst of life in shaping and reshaping the society and in determining the quality of life full of uncertainty. Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa. Till today, much researches have been done on spiritual intelligence, teaching competency and job satisfaction, but no studies have yet been conducted in the context of Mizoram.

1.6 Brief Account on the Development of Education in Mizoram

In early times, the Mizo young men learnt the ways of life in Zawlbuk (Bachelor's Dormitory), which occupied an important place among the Mizos. In those days, there was no formal educational institution. The only institution 'Zawlbuk' served as a dormitory. In early times, villages were constantly at war with one another. The young men quickly mobilize forces in case of emergency. At Zawlbuk, the cultural norms and traditions of the Mizo people were handed down to the next generation by gathering the inmates along with the elderly persons sitting around the fire where the elders orally narrated about

the folklores, folktales and deeds of past warriors and taught them their traditional songs, mores and norms and instilling good manners to the youths. Zawlbuk also served as a centre for physical training of the youths. With the setting up of formal centres of learning, this useful and important institution gradually declined and became extinct.

James Herbert Lorrain (1870-1944) and Frederick William Savidge (1862-1935) arrived in Mizoram in the year 1894 and compiled the first Lushai grammar and dictionary based on Roman script. After a stay of only two and half months, they started the first school on 1st April 1894 and brought it to this stage of the world today.

Sunday school classes in different churches were functioning to impart reading and writing the scripts. The Sunday schools function very well in Mizoram and can be considered as one of the most effective means for spreading literacy and Christianity in Mizoram. But, in the year 2020 from the month of March, Sunday schools in the Churches could not function due to the outbreak of pandemic-CoronaVirus (COVID 19).

The first primary school in Mizoram was started in 1899. In 1944, the government established middle schools in the villages of Mizoram. Schools were administered by the church and teachers were working on a voluntary basis. The first high school in Mizoram was established in 1944 at Aizawl. In 1948, the first Matriculation Examination was held and 25 candidates appeared in the examination. The Lunglei High School, established in 1948 was the first high school in the Southern part of the state. Gandhi Memorial High School in Champhai was established in 1950 and thereafter the number of high schools

increased rapidly in Mizoram. In 1972, Mizoram became a Union Territory and experienced a phenomenal expansion in the field of education. Mizoram Board of School Education (MBSE) was set up in 1976 and conducted the middle school and high school leaving examination. At present, most of the high schools have been upgraded into the higher secondary schools (10+2 stage) since 1996.

The number of primary and middle schools has increased rapidly as schools open voluntarily in different villages. At present, there are 1969 primary schools, 1580 middle schools, 669 secondary schools and 175 higher secondary schools as per the Annual Publication (2017-2018) of the Directorate of School Education, Mizoram. At present, Mizoram State is included among the highest literacy rate in India.

The first college in Mizoram established in 1958 was called the Pachhunga Memorial College, which is now known as Pachhunga University College. Within a span of half a century, the number of colleges that sprung up has increased up to 78 colleges including one (1) Law College and various training institutes like Polytechnic, Lunglei, Women Polytechnic, Aizawl, College of Teacher Education, now upgraded into Institute of Advanced Studies in Education, Hindi Training College and Industrial Training Institute. In 2001, Mizoram had a Central University named Mizoram University (MZU). The University Campus is located at Tanhril which is 15 km away from Aizawl. The first Vice Chancellor was Professor Arvin Kumar Sharma. There are various schools and departments in Mizoram University. Mizoram State has a very high literacy rate which was 91.58 % in 2011 Census. The literacy rate was more than 90 percent in the four districts such as Serchhip (98.76%),

Aizawl (98.50%), Kolasib (94.54%), and Champhai (93.51%). In the other three (3) districts (Lunglei, Saiha, Mamit) the literacy rate falls between 85 to 89 percent. But, the real concern is the Lawngtlai district where literacy rate is as low as 66.41 percent.

Table: 1. 1

Enrolment of students and teachers in Mizoram

S/N	Stage	No. of Schools	Students' Enrolment			No. of Teachers		
			Boy	Girl	Total	Male	Female	Total
1.	Primary School	1969	74894	70295	145189	3829	4630	8459
2.	Middle School	1580	45647	43064	88711	5556	3662	9218
3.	High School	669	18502	18905	37407	2895	1379	4274
4.	Higher Secondary School	175	10511	11352	21863	927	787	1714
Grand Total		4393	149554	143616	293170	13207	10458	3665

Source: Annual Publication (2017-2018), Statistical Cell, Directorate of School Education Mizoram, Aizawl.

Table:1. 2*Total number of university and colleges in Mizoram*

S/N	Type of University / College	2016- 2017	2017 –2018
1	University	2	2
2	Arts/Science/Commerce College		
	(i) Government (State)	21	21
	(ii) Government(Centre)	1	1
	(iii) Deficit	-	-
	(iv) Private	4	6
	(v) Total	26	26
3	College of Veterinary Science &Animal Husbandry	1	1
4	College of Teachers Education	8	8
5	Hindi Training College	1	1
6	Mizoram Institute of Advanced Studies in Education(IASE)	1	1
7	Law College	1	1
8	Pachhunga University College	1	1
9	NIT	1	1
10	Theological College	2	2
11	College of Nursing	6	6
12	Total College	74	78

Table: 1.3

Number of institutions, students and teachers in polytechnic and Industrial Training Institute (ITI)

S/N	Name of Institution	2016-17	2017-18	
A	Polytechnic Institution			
1	Number of Institutions	2	2	
2	No. of Students:	Male	196	210
		Female	220	234
3	No. of Teachers	Permanent	40	40
		Temporary	14	14
B	Industrial Training Institute (ITI)			
1	Number of Institution	3	3	
2	No. of Students:			
	Male	313	309	
	Female	163	139	
3	No. of Teachers			
	Permanent	37	5	
	Temporary	37	5	

Table: 1.4

District-wise number of students and teachers in District Institute of Education and Training (DIET) 2017-2018

S/N	District	No. of Students			No. of Teachers
		Male	Female	Total	
1	DIET – Mamit	4	7	11	14
2	DIET-Kolasib	31	49	80	16
3	DIET-Aizawl	109	174	283	32
4	DIET-Champhai	17	17	34	12
5	DIET-Serchhip	21	45	66	13
6	DIET-Lunglei	29	38	67	20
7	DIET-Lawngtlai	30	20	50	11
8	DIET-Siaha	17	11	28	10
9	Mizoram (Total)	258	361	619	128

1.7 Glance at Historical Development of Higher Secondary and Secondary Education in Mizoram

Higher secondary and secondary system of education occupy strategic position in the scheme of educational development of a country. If primary education provides the immediate target for educational expansion, it is the 10+2 system of education which provides the ultimate target of educational expansion in the country because this stage is a terminal schooling stage.

In Mizoram, formal education was introduced by the missionaries for the spread of Christianity among the people of Mizoram. The first school in Mizoram was established in 1898. There was a long period of gap between the establishment of the first primary and the first secondary school. Delay in starting the secondary schools in Mizoram was the course of stagnation in the field of higher education as both the government and the missions failed to open till 1944.

In June, 1944, Dr. Ib Mac Donald, the then Deputy Commissioner (DC) came to Aizawl and he proposed to establish a high school which had been the long awaited cherished hope of a few educated Mizos. On 23rd February 1944, the first high school in Mizoram was established in Aizawl. Class-VIII was started with 56 students at Young Lushai Association (YLA) Hall, Mission Veng, and was extended by one class each year and in 1947 Class-X was opened. By 1948, the matriculation was held with 25 candidates. The first headmaster was D.E.Jones. In 1950, this school was taken over by the government and was named Government Mizo High School.

Lunglei High School was established in 1948 and it was the first high school in the southern part of Mizoram. In 1950, it was provincialized by the Government

of Assam in 1954 and it could send candidates to the matriculation examination. Establishment of a new high school was in the interest of people in eastern part of Mizoram and the school was named Gandhi Memorial High School. It sent its first batch for the matriculation examination in 1957.

During the period from 1950-1958, the number of secondary schools rapidly increased in Mizoram due to the combined efforts of the government and the public. It indicated that public consciousness about the necessity of providing educational institutions for the growing number of school population on the one hand and the increasing attention paid by the government for spreading secondary education on the other by grant-in-aid system and other schemes of development. The year 1980 can be regarded as a year when tremendous development was achieved as far as secondary education is concerned. The number of government high schools had increased from 10 to 13 and the number of unaided high schools also increased from 3 to 10 and the number of aided high schools increased from 90 to 101. Along with the increase in institutions, the number of teachers also increased from 769-863 during that year. The School Education Directorate separated as a directorate in 1989 had attained much achievement and has grown immensely since it was a separate Directorate.

The 10+2 course i.e. Class-XI and XII which was known as Pre-University Course attached to college under the affiliation of North Eastern Hill University (NEHU) has been brought under the Directorate of School Education, Mizoram since 1996 and most of the secondary schools were upgraded into higher secondary schools.

1.8 Brief Account on the Study Area

Aizawl District

One of the eleven districts of Mizoram – Aizawl district is the capital of Mizoram state in India. The district is bounded on the north by Kolasib district, on the west by Mamit district, on the south by Serchhip district, on the southwest by Lunglei district and on the east by Champhai district. The district occupies an area of 3,577 square kilometres (1381 sq m). The headquarters of the district is Aizawl city- the capital of Mizoram. As of 2011 Census, it is the most populous district of Mizoram. The major population speaks Mizo, the official language of the state, which is also known as ‘Lusei/Lushai’ or ‘Duhlian’. Lengpui Airport located at a distance of 32 km from Aizawl city provides connection with Kolkata and Guwahati by daily flights and with Imphal by three flights a week. The district has 5 Rural Development Blocks, Aibawk, Darlawn, Phullen, Thingsulthliah and Tlangnuam. The district has 14 legislative assembly constituencies. These are Tuivawl, Chalfilh, Tawi, Aizawl North-1, Aizawl North-II, Aizawl North-III, Aizawl East-I, Aizawl East-II, Aizawl West-I, Aizawl West-II, Aizawl West-III, Aizawl South-I, Aizawl South-II and Aizawl South-III. The district is named after its headquarters, Aizawl city. In the Mizo language, ‘ai’, also known as aidu, refers to a species of turmeric while zawl means plain or field. The name of the city was probably derived from the abundance of the aidu in the area during the previous year.

Lunglei District

Lunglei district has 2 Sub-divisions - Lunglei and Tlabung. The district has 7 assembly. Lunglei district is one of the eleven districts of Mizoram state in India. As of 2011 Census, it is the second most populous district in the state, after Aizawl. It is also the largest district in Mizoram with an area of 4,572 km² (1,765 sq m). The district is named after its headquarters, Lunglei. Lunglei, sometimes spelled Lungleh, in Mizo means a bridge of rock. It derived its name from a bridge like rock found in the riverine area around the Nghasih, a small tributary of the river Tlawng. The district is bounded on the north by Mamit and Aizawl districts, on the west by Bangladesh, on the south by Lawngtlai district, on the southeast by Saiha district on the east by Myanmar and on the northeast by Serchhip district. The district occupies an area of 4,538 km². Lunglei town is the administrative headquarters of the district constituencies. These are South Tuipui, Lunglei North, Lunglei East, Lunglei West, Lunglei South, Thorang and West Tuipui. According to the 2011 census Lunglei district has a population of 1,61,428. The district has a population density of 36 inhabitants per square kilometre (93/sq mi). Its population growth rate over the decade 2001-2011 was 17.64 percentage. Lunglei has a sex ratio of 947 females for every 1000 males, and a literacy rate of 88.86 percentage.

Champhai District

Champhai district is one of the eleven districts of Mizoram state in India. The district is bounded on the north by Churachandpur district of Manipur state, on the west by Saitual and Serchhip districts, and on the south and east by Myanmar. The district occupies an area of 3185.83 km². Champhai town is the

administrative headquarters of the district. Champhai district has a moderate climate. In winter the temperature varies from 0⁰C to 20⁰C and in summer, the temperature varies between 15⁰C and 30⁰C. The district is divided into four tehsils. East Lungdar, Khawzawl, Khawbung, and Ngopa. It has 2 Rural Development Blocks; Champhai and Khawbung. The district has five Legislative Assembly constituencies. These are Champhai North, East Tuipui, Lengteng, Tuichang and Champhai South. There are eighty-eight inhabited villages in the district.

According to the 2011 census, Champhai district has a population of 1,27,745. The district has a population density of 39 inhabitants per square kilometre (100/sq m). Its population growth rate over the decade 2001-2011 was 16.01 percentage. Champhai has a sex ratio of 984 females for every 1000 males, and a literacy rate of 95.91 percentage. In 1991, Champhai district became a home to Murlen National Park, which has an area of 200 km² (77.2 sq m). It is also a home to the Lengteng Wildlife Sanctuary, which was established in 1999 and has an area of 120 km² (46.3 sq. m).

1.9 Significance of the Study

A competent teacher shall be able to face the multiplex challenges of everyday life. Our education system in today's world aims at divulging positive learning outcomes and meeting the needs of a learner in order to become productive and informed members in a society.

Therefore, redefining of teacher's professional competencies should be reviewed consistently in parallel with the growing changes and demands of the present society through continuous research studies. As the world is approaching towards globalization, teacher acts as mediator for learning and to

foster skills needed towards students so as to become a global citizen. Adequate spiritual intelligence among teachers shall ameliorate the teacher's professional performance and thereby boosting institutional productiveness. Besides, to become a competent teacher, it is imperative for the teacher to know the meaning and purpose of life, understand the values of life and possessing a healthy mind-set at workplace as these are the fundamental basis of spiritual intelligence.

If a teacher is spiritually intelligent, he/she shall attribute to attaining a sense of morality, an ability to stamp rigid rules with cognizance and compassion and the ability to perceive when and where cognizance and compassion have their limits and curtailment.

This study focuses on imparting spiritual values, teaching competencies and intrinsic and extrinsic factors that affect job satisfaction for all teachers. It may also serve as input to enhance and magnify the essential qualities requisite for a teacher.

Many studies suggested that spiritual intelligence escalates deep self-awareness, the ability to use spiritual wisdom, the capacity to have forgiveness and the ability to understand multiple levels of consciousness (meditation) and therefore shall have a positive impact on an individual's psycho-social wellbeing and quality of life. Taking into considerations on the three variables of the present study viz. spiritual intelligence, teaching competency and job satisfaction of all teachers, it laid greater significance on the overall performance and productivity of schools. The findings of the study may also encourage other researchers to carry off interest in the related problems for further research. Based on the present study, it is suggested that job satisfaction

of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa.

The main focus of the present study is to examine the relationship between spiritual intelligence, teaching competency and their ways of conceiving the concept of job satisfaction among competent teachers of higher secondary schools in Mizoram. Spiritual intelligence magnifies the job satisfaction of a person and determines the morale of the teacher and motivates them to perform better in their job.

As spiritual intelligence, teaching competency and job satisfaction are interrelated to one to another, a person who is highly spiritual intelligent shall have better job satisfaction and orientation in rendering the task and if a person performed the task with pleasure, happiness and motivation, he/ she can perform the job with ease and able to relish the work and task diligently. A spiritually intelligent teacher is always optimistic about the future and shall acquire spiritual traits such as benevolence, compassionate attitude towards others, conviction, modesty, magnanimity and humility. Likewise, a competent teacher shall meet the requirement traits the teacher must possess such as teaching skills, emotional competencies, psycho-social skills, academic performance, leadership quality and exemplary personality. Moreover, an employee can be inclined by many important factors in order to have satisfaction in his/ her job which includes an intrinsic aspect of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers. Therefore, one could not under-value the significance and the applicability of

these important components of spiritual intelligence, teaching competency and job satisfaction.

Spiritual intelligence has the ability to dissolve old patterns and old ways of thinking. It also has the force to dissolve old motivations and to access higher meanings, values, purposes of existence and unconscious aspects of the self and to have richer and more creative values of life. On the other hand, whatever practicing in schools today defines the social and intellectual competencies and character of the new generation in shaping and running the society of the society. Therefore, teacher competency is considered as one of the most crucial factors in determining the quality of education. Moreover, in order to carry out the profession efficiently and effectively, one needs to have a positive attitude towards his/her profession. Job satisfaction is an attitude of individuals towards their jobs which results from their views of the jobs and the extent to which there is an apt relationship between the individual and the organization. Many research studies highlighted the relationships between the three variables viz. spiritual intelligence, teaching competency and job satisfaction owing to the fact that spiritual intelligence makes us wholesome individuals, thereby understanding human values with integrity and attaining profound satisfaction in life. Spirituality helps in inculcating values and builds culture in an institution. (Jurkiewicz & Giacalone, 2004) High spirituality makes employees more responsible and even loyal. (Rego & Cunha, 2008). Spiritual Intelligence helps teachers to carry out their functions as teachers. Teachers are regarded as someone very high in society. (Emmons, 2000).

On the basis of the related studies, it was also found that spiritual intelligence, teaching competency and job satisfaction have been more and more accepted as an important part of human productivity. As such, it is a burning issue for bringing quality education as it is a relevant problem for study and applicable findings that more researches can be conducted in this specific area in order to find out the effective measures to provide the necessary moral, spiritual upliftment, teaching proficiency and job satisfaction among teachers of higher secondary schools. Competent teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. This will embrace holistic thinking and will enable them to think critically and creatively for themselves. Awareness of proper nurturing of spiritual intelligence, teaching competencies and job satisfaction are much the urgent need of the hour among teachers from elementary to university level.

The present study, 'A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of Higher Secondary School teachers in Mizoram', is an important investigation to identify the challenging and emerging factors associated with the teachers in performing their job as teachers play a pivotal role in the enlightenment of human civilization through the process of education and contributed to development its citizens.

Therefore, the present study will serve with purpose to foster the psycho-social well-being of higher secondary school teachers in Mizoram. Since spiritual intelligence, teaching competency and job satisfaction are important aspects for a teacher to possess, the investigator considers the study as a dire need for all teachers to solve the strain and awkwardness confronted by adolescents.

Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa. Till today, many researches have been done on spiritual intelligence, teaching competency and job satisfaction, but no studies have yet been conducted in the context of Mizoram.

1.10 Statement of the Problem

‘A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of Higher Secondary School Teachers in Mizoram.’

1.11 Operational definition of the Key Terms

Spiritual Intelligence

Spiritual in the present study is related to deep feelings and beliefs as opposed to material or physical things. A religious person may be spiritual but a spiritual person is not necessarily religious. Spiritual values are qualified by ever-widening horizons, synthesis, growth and wholeness as well as greater vision, understanding and integration. One’s spiritual home means a place in which one feels a strong sense of belongingness. For example, one had always thought of India as his/her spiritual home. Spiritual, therefore, refers to the evolutionary process as it drives forward human beings to perfect wholeness and any activities whether physical, emotional or intuitional etc. that leads towards greater perfection, goodness and wholeness is spiritual.

Spiritual refers to deep feelings and beliefs. The activities, whether physical, emotional or intuitional that leads to greater perfection, wholeness and goodness are spiritual. Success in solving any problem depends on factors like knowing ourselves, knowing the problems of others, knowledge of the ground situation and knowledge of the techniques needed to be applied based on

reality, understanding the desired objective and the ability to choose the right technique based on the circumstances. This knowledge cannot be taught but it comes only with self-attainment and self-realization. Therefore, Spiritual intelligence can be defined as an intuitive knowledge of the self, others, situations and techniques to achieve the desired objectives of the world.

Teaching Competency

Competency implies the ability to do something successfully or efficiently. Competence means knowledge and skills that enable the individual to act purposefully and tactfully in a variety of situations. It also indicates sufficiency of related abilities and commitments which enable someone to act in a wide variety of situations. Teaching competency implies an efficient and effective performance of teacher in the school premises for bringing about desirable outcomes of the students as well as the knowledge, skills and understanding necessary to provide students with high quality education for the betterment of the students.

Job Satisfaction

The feeling of pleasure and achievement that one experiences in the job. It is a mental condition of a person to any type of work. Many people are more interested in job satisfaction than earning a large amount of money. Some may feel satisfaction in his/her job while his/her colleague may feel unsatisfactory in the same work depending upon their attitude towards the job. Therefore, Job Satisfaction depends upon the person who takes his/her job positively or negatively for his/her own career.

The present study intends to measure the mental condition of the teachers towards their job.

Government Schools

A government school is that which is established and run by the state or central government and wholly funded by the government.

Private Schools

An institution managed by an individual, trust, society or other private organization and not receiving regular maintenance grants either from the government or local body.

Higher Secondary School

General education is provided up to the high school stage. From higher secondary school onwards, courses and choice of subjects are diversified. Higher secondary school means a school imparting education in class eleven and twelve.

Higher Secondary School Teachers

Higher secondary school teachers are the teachers who impart education at class eleven and class twelve standard, which are the final stage of schooling before one can enter college.

Mizoram

Mizoram is one of the states in northeastern India with Aizawl as its capital city. The name of the state is derived from the native inhabitants 'Mizo' and 'Ram' in the Mizo language means 'Land'. Thus, Mizoram means 'Land of the Mizos'. After the Indian Independence from British Empire in 1947, the land became Lushai Hills district under the government of Assam. In 1972, the district was declared a union territory and given the name 'Mizoram'.

Ultimately, Mizoram became a full-fledged federal state of India in 1986.

1.12 Objectives of the Study

1. To assess the level of spiritual intelligence of higher secondary school teachers in Mizoram.
2. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.
3. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.
4. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.
5. To assess the level of teaching competency of higher secondary school teachers in Mizoram.
6. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management.
7. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to gender.
8. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.
9. To assess the level of job satisfaction of higher secondary school teachers in Mizoram.
10. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.
11. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to gender.
12. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

13. To examine the relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.
14. To examine the relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
15. To examine the relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

1.13 Hypotheses of the Study

Based upon the objectives, the following null hypotheses were formulated:

1. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.
2. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.
3. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.
4. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management.
5. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender.
6. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.
7. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.
8. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.

9. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.
10. There is no significant relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.
11. There is no significant relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
12. There is no significant relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

1.14 Delimitation of the Study

The study was delimited to government and private higher secondary school teachers from three (3) districts of Mizoram viz. Aizawl, Lunglei and Champhai.

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CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 Introduction

For a researcher, it is important to have a comprehensive and relevant supporting materials to the research work. From the review of related literature, the researcher can understand the background knowledge of his / her study and make comparisons of one's own research findings with the findings of other similar studies so that the effectiveness and relevance of the study could be highlighted.

This chapter includes studies conducted on spiritual intelligence, teaching competency and job satisfaction of teachers in India and Abroad.

The investigator has mainly divided the related studies conducted in India and conducted abroad and the relevance of the study in the field of spiritual intelligence, teaching competency and job satisfaction into the following sub-headings as:

- 2.2 Reviews related to spiritual intelligence
- 2.3 Reviews related to teaching Competency
- 2.4 Reviews related to Job Satisfaction
- 2.5 Relevance of the present research with reference to literature reviewed
- 2.6 References

2.2 Reviews related to Spiritual Intelligence

2.2.1 Studies conducted in India

Singh,T. (2008) conducted a study entitled “Effect of meditation on intelligence, self-confidence and anxiety of student-teacher,” to find out the relationship between Spiritual Intelligence (SI), Emotional Intelligence (EI) and Cognitive Intelligence(CI), and role of gender in these relationships. 471 student-teachers studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab) participated in the study. Of them 172 were male and 299 were female. The study found out that for males only the correlation between CI and SI was positive and significant and between CI and EI, and SI and EI was low negative but not significant. Whereas, for females, all correlations between CI and EI; CI and SI; and SI and EI were positive and significant. For total, the correlations between SI and EI; CI and EI; and CI and SI were positive (very low to moderate) and significant. Male and female student teachers had equal commonness between SI and CI and SI and EI but female student teachers had more commonness between CI and EI than male student teachers. Out of sixteen (16) dimensions of SI, fourteen (14) had positive and significant correlation with CI. Further, most of the inter-correlations of various dimensions of SI with dimensions of EI were positive and significant.

Sahaya,M.R., & Manorama,S. (2010) carried out a study on the “Influence of emotional intelligence on attitude towards teaching of student-teachers” to find out the influence of Emotional Intelligence (E.Q.) on attitude towards teaching (A.T.) of student-teachers at government colleges of education in Chennai, based on gender, subject, educational qualification, community, previous teaching experience and the influence to be a teacher of student-teachers. The sample consists of 87 males and 104

females from two government colleges of education in Chennai. The findings of the study revealed that-

1. There is a significant difference in qualification, community influence to be a teacher and attitude towards teaching of student-teachers.
2. There is no significant difference between gender, subject, community, influence of others, previous teaching experience and the emotional intelligence of the student-teachers.
3. There is a significant relationship between emotional intelligence and attitude towards teaching profession of student-teachers.

Monica,M. (2011) conducted a study on the topic “Academic achievement in relation to emotional intelligence and spiritual intelligence”, to study academic achievement in relation to emotional intelligence and spiritual intelligence. A sample of 140 students studying in class XI from four schools of Hoshiarpur district was taken for the collection of data. B - variate coefficients of correlation and ‘t’ test were used to analyze the data. The findings indicated that –

1. No significant differences were found between the spiritual intelligence of boys and girls.
2. There exists positive and significant relationship between academic achievement and emotional intelligence of boys and girls.
3. The relationship was found positive and significant for boys and girls separately.
4. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

Naushad,H. (2011) carried out a study on “Influence of intelligence on adjustment of teacher-trainees”. The study has been conducted on 119 teacher-trainees of department of Education, Devi Ahalya Vishwa Vidhyalaya, Indore (M.P.). The major findings were:

1. Home adjustment, college adjustment and total adjustment were significantly related with intelligence of all the teacher-trainees.
2. In case of male teacher trainees, only ‘home adjustment’ significantly related with Intelligence, while in case of female teacher-trainees, only college Adjustment was found to be significantly related with intelligence.
3. Home adjustment, college adjustment and total adjustment were significantly related with intelligence of teacher-trainees of SC and ST Category whereas no significant relationship was found between any of the aspects of Adjustment and Intelligence of teacher-trainees of General Category.
4. Female teacher adjusted only in the aspect of total adjustment.
5. Teacher-trainees of General Category were found to be more intelligent but better adjusted only in the total adjustment as compared to teacher- trainees of SC and ST Category.

Chaman,et.al (2011) carried out a study on the topic “Emotional intelligence of Scheduled Caste students in relation to self concept”, to see the relationship between self-concept and emotional Intelligence. The Mangal Emotional Intelligence Inventory and Bhatnagar’s Self-Concept Inventory were administered on the 584 scheduled caste male and female students of arts and science stream of class XI. The sample consisted of 335 male and female scheduled caste students of arts and science stream with high and low emotional Intelligence. To find out the significance difference between two-means, ‘t’ test was carried out and the study found that-

1. The level of expectation regarding their achievement is much higher for the female scheduled caste students having high emotional intelligence than for the female students of the same caste and the same grade but having low emotional intelligence.
2. The level of confidence is similar for the female scheduled caste students having high and low emotional intelligence.
3. The withdrawing tendencies are similar for the female scheduled caste students having high and low emotional intelligence.
4. The level of confidence is similar for the female scheduled caste students having high and low emotional intelligence.
5. The emotional instability is similar for the female scheduled caste students having high and low emotional intelligence.

Akthar,P. (2011) conducted a study on the “General intelligence of DIET college students in relation to various demographical factors”. The study found out that teachers are potentially powerful catalysts for transformation of curriculum, teaching methods, teaching-learning process, and learning environment. They bring their own unique talents through their intelligence, divergent thinking, and novel strategies into the classroom. Teacher education and teacher training programs encourage multiple talents and strengths of teacher trainees to integrate into the curriculum and develop artistic, musical, kinesthetic, and sensitivity apart from developing professional skills. The study was undertaken to examine the general intelligence of DIET college students in relation to various demographical factors in Kurnool district of Andhra Pradesh. The findings indicated that-

1. No significant differences were found between male and female DIET students in TGI test though female students scored slightly higher than male students in TGI hence the first hypothesis is accepted.
2. No significant effect of rural or urban background was found among DIET students on TGI.
3. No significant differences were found between age of DIET students and performance in TGI. However the students above 20 years have shown better performance than the students below 20 years.
4. No significant differences were found between the performance of government and private DIET students in TGI however private DIET college students have shown better performance in TGI than government students.

Tirath,S. & Arjinder,S. (2011) carried out a study on the “Effect of meditation on spiritual intelligence of student-teachers in relation to gender and religion”, to find out the effect of shaktipat meditation on spiritual intelligence of student-teachers. An experiment was conducted on 152 student-teachers (mean of age was 23.56 years) of B. Ed on the basis of non- randomized control group pretest-posttest design. Data were collected using spiritual intelligence scale developed by Tirath Singh, Arjinder Singh, Binderit Kaur (2006) analysis by 2x2x3 factorial design of ANCOVA showed that –

1. Shaktipat meditation was an effective practice to improve spiritual intelligence.
2. Gender as well as religion did not affect spiritual intelligence of student-teachers.
3. Both male and female (gender) and both Hindu and Sikh (religion) student-teachers had equally benefited from meditation when pre-spiritual intelligence was statistically controlled. No other interaction was found.

Wigglesworth (2012) conducted a study entitled “The twenty-one skills of spiritual intelligence”. The study found that spiritual intelligence is about how a person behaves and how a person makes decisions and act with other people and complex situations, how to live one’s life with a purpose. Spiritual intelligence enables a man to have a value driven behavior, and enables him to understand people with different outlooks, sustain faith during challenging times and to listen to the voice of the ‘higher self’. Wigglesworth concluded that this kind of intelligence develops over time and it is a necessary to develop a connection between the personal and the professional, between the inner life of the self and the outer world of effectiveness. She had researched 21 measurable ‘skills’ or ‘competences’ that are components of this ability. These skills can be summarized under four competencies which are - (a) Awareness of one’s world view, (b) Complexity of inner thought, (c) Awareness of interconnected of life, (d) Keeping higher self incharge and being a wise and effective change agent. These skills can be learned through practice and develop through clearly defined levels. Variations of spiritual intelligence are sometimes used in corporate settings, a means of motivating employees and providing a non- religious, diversity-sensitive framework for addressing issues of values in the workplace.

Suleman, Y.et.al (2012) carried out a study entitled “What is the relationship between spiritual intelligence and job satisfaction among MA and BA teachers”, to find the relationship between spiritual intelligence and their job satisfaction. The study found out that there was significant relationship between spiritual intelligence and their job satisfaction among the teachers. The study also found out that there was considerable difference between teachers’ spiritual intelligence and their academic levels. It also found out that-

1. Significant relationship between teachers' spiritual intelligence and five factors of job satisfaction.
2. No significant relationship with one factor (salary and benefit) of job satisfaction.
3. The findings of the study confirmed that when spiritual intelligence is high, the person appear to be intellectual and have an appropriate behavior. Further, when spiritual intelligence is low, people have a problematic behavior.
4. The study also found out that individuals with high spiritual intelligence have high measures of satisfaction and performance.

Mangal,S.K.,et.al (2012)carried out a study on the “Emotional intelligence - key to peace and harmony”. The authors stated that the key to peace and harmony lies in the use of the EQ skills and stress that the use of EQ skills lights the souls and this enlightenment may finally end with the desired harmony and peace in a conflict-ridden situation. In the same manner, **Zohar,et.al (2004)** conducted a study entitled “Spiritual capital: wealth we can live by”. It was found out that spiritual intelligence as-the intelligence with which we explore our deepest meanings, values, purposes and highest motivations. They further described a set of principles (such as self -awareness, which they define as knowing what one believes in and what one's values are) that characterize spiritually intelligent leadership. They suggested that spiritual intelligence makes people ‘whole’ through a striving to achieve integrity.

Srivastava,R.K.,et.al (2012) studied the “Role of emotional intelligence in achieving life satisfaction”, to find out the status of life satisfaction and level of emotional intelligence prevailing among the male teachers serving in urban government primary schools in Tehri-Garhwal district (Uttarakhand). Samples consisted of 310 teachers. It was found out that male teachers (31 to 45 years of age) enjoy the optimum life

satisfaction, every male teacher possesses an above average status of life satisfaction and level of emotional intelligence, the EI increases with age of the teachers and the EI has positive and significant influence on one's life satisfaction status.

Kaur (2013) carried out a study on “Spiritual intelligence of secondary school teachers in relation to their job satisfaction”. The sample size consists of 100 secondary school teachers. ‘Spiritual Quotient Scale (SQS), and ‘Teacher Job Satisfaction Scale (TJSS) was used for the collection of data. The major findings of the study revealed that –

1. Significant positive relationship was found between teachers’ spiritual intelligence and their job satisfaction.
2. A significant difference was found between spiritual intelligence of government and private secondary school teachers.
3. Insignificant difference was found between job satisfaction of government and private secondary school teachers.
4. The study also indicated that spiritual intelligence and job satisfaction are not influenced by gender.

Rachel,et.al (2013) conducted a study on “Spiritual intelligence, its correlation with teacher effectiveness and academic achievement - A study”, to find out the relationship among spiritual intelligence, academic achievement and teacher effectiveness of student teachers. The study was confined to a sample of 125-second year student - teachers. Random sampling was adopted in selecting the sample for the study. Descriptive survey method was applied for the study. The study reported that –

1. A teacher with high level of Spiritual Intelligence can provide guidelines for living from a soul-level and attaining self-fulfillment in both one's work and private life.

2. A teacher should be a guide, philosopher and friend to the student. As such, the teacher inevitably becomes a role model to the students.

Shalini (2014) conducted a study on the “Influence of spiritual and social intelligence on pre-service teachers”. An attempt has been made to study the spiritual and social intelligence of pre-service teachers which influence on their academic achievement. Descriptive survey method was used for the study. The sample size consists of 200 students. Mean, SD, Correlation and t-test were applied for the data analysis. Spiritual Intelligence Scale by Singh & Singh and Social Intelligence Scale by Chadha & Usha Ganeshan were used for collection of the data. The major findings of the study revealed that –

1. Social intelligence of male teachers differs significantly as compared to female secondary school teachers.
2. Spiritual intelligence of male teachers did not differ significantly as compare to female secondary school teachers.

Vallabi,J.E.,et.al (2014) conducted a study on “Multiple-intelligence of prospective teachers”, to explore the level of Multiple-Intelligence (MI) of prospective teachers and find out the differences. In terms of some selected personal variables such as Gender, Marital Status, Family Type, Region, Academic Stream, Medium of Instruction and Teacher Members in the Family. 225 prospective teachers were selected randomly from different colleges located in rural and urban areas of Chennai district of Tamil Nadu State. The t-test, chi-Square Analysis and ANOVA test were used for analyzing the data. The results revealed –

1. Significant differences were found between rural and urban prospective teachers in their logical intelligence as well as male and female prospective teachers in their intrapersonal intelligence.
2. There was a significant difference in the intrapersonal intelligence of prospective teachers in their family.
3. There is a significant difference in the Linguistic, Logical, Musical, Spatial, Interpersonal, Intrapersonal and overall Multiple-Intelligence of Prospective Teachers belonging to different College Management Types.
4. There was no significant difference among prospective teachers of different Marital Status, Family Type, Academic Stream, Medium of Instruction in their Multiple-Intelligence and its dimension.
5. Multiple-Intelligence on the whole among different types of college management is favourable to prospective teachers of aided colleges.
6. Government and private colleges of education should try to enhance the MI programs through various activities. Seven kinds of intelligence would allow seven ways to teach, rather than one. All seven intelligences are needed to live life well. Teachers, therefore, need to attend to all intelligences, and not just the first two that have been their tradition concern.

Mohsen,et.al (2014) conducted a study on “A comprehensive study on the relationship between meaning and spiritual at work with job happiness, positive effect and job satisfaction”. The findings showed that there was a positive relationship between meaning and spirituality at work with job satisfaction, job- related positive effect and happiness. These findings are coped with previous researches findings. These findings showed that meaning and spirituality at work could be measured as phenomena with specific affective function and general affective function (happiness and job related

positive affect and job satisfaction). From the study, the theoretical conclusion can be drawn that spirituality and meaning at work could amplify job satisfaction, positive affect and happiness in different ways.

Surinder,K. (2014) studied “Spiritualism under the impact of technology”. The author asserted that although the increasing interdependence among nations might be expected to generate more sympathetic cooperation, it is difficult to achieve a spirit of genuine cooperation as long as people remain indifferent to the feelings and happiness of others. Therefore, the author clearly stated the importance of spiritualism to bring cooperation and happiness among human beings.

Sudhanshu,S. (2014) studied the need for spiritual intelligence to strengthen leadership at each level of hierarchy. Nowadays various OD interventions are initiated for leadership development. Quite recently, we have been hearing about ‘Employee branding. This has been a lot of trust on developing team culture, emotional intelligence and ethical behaviors among executives. In spite of various initiatives, little has been achieved. Leadership at various levels of hierarchy still lacks influencing abilities; employee branding though a newly introduced concept people still lack basic attitudinal urge, team culture has still not been able to instill the concept of non-self-indulgence, love and trust the element of emotional intelligence is yet to be rightly understood and when it comes to ethical behaviors, well the cause lies in the value inculcation which is not being imported in totality. This paper shall come up with various behavioural concepts given in different books of Indian philosophical system that are useful, practical and tested in numerous corporate scenarios. It shall not only talk about concepts but also come up with quite workable models and solutions to implement them effectively. It believes that there is a strong need to introduce Indigenous Paradigm shift for organizational renewal by developing

spiritual Intelligence. It shall be discussing what, why and how of just that based upon the experiential learning of the author.

Zamani,et.al. (2015) studied entitled “Relationship between spiritual intelligence and job satisfaction among female high school teacher”. The study found out that correlation coefficient of spiritual intelligence and its components with job satisfaction indicates a significant positive relationship between spiritual intelligence and job satisfaction. The person with more spiritual intelligence is more satisfied with his/her job.

Ganesh,et.al. (2015) conducted a study on “Spiritual intelligence among prospective teachers in relation to their personal stress”. To find out relationship between spiritual intelligence and stress of prospective teachers on the basis of gender, academic stream, category and locality. The descriptive field survey type of research was applied. The sample of the study comprised of 400 prospective teachers. Roqan Spiritual Intelligence Test (developed by Prof. Roquiya Zainuddin and Anjum Ahmed) and Personal Stress Source inventory (developed by Arun Kumar Singh) were used for the study. The major findings of the study revealed that –

1. No significant correlation values were found between spiritual intelligence and stress of non-science prospective teachers.
2. No significant correlation values were found between spiritual intelligence and stress of general prospective teachers.
3. No significant correlation values were found between spiritual intelligence and stress of urban prospective teachers.

Binulal,K.R. (2015) conducted a study on the “Emotional intelligence of student teachers in relation to their social skills and teaching competency”, to investigate the

relationship of emotional intelligence on social skills and teaching competency of prospective teachers. The investigators used a survey method to collect data from a sample of 350 student teachers. The findings revealed that –

1. There exists a significant positive relationship between emotional intelligence and social skills and emotional intelligence and teaching competency.
2. The findings of the study recommended that innovative programmes of emotional intelligence and social skills should be practiced within teacher education programme to provide student teachers with additional teaching skills to meet the challenges of an increasingly diverse student population.

Arjinder,S. (2015) investigated the “Effect of shaktipat meditation on spiritual intelligence of student-teachers in relation to cognitive intelligence and anxiety among B.Ed students from the Lovely Institute of Education based on a research undertaken to find out the effect of shaktipat meditation, cognitive intelligence and anxiety on spiritual intelligence of student-teachers. An experiment was conducted on 152 student-teachers of B. Ed on the basis of non-randomized control group pretest posttest design. Analysis by ANCOVA revealed that –

1. Shaktipat meditation practiced on experimental group was found to be significantly effective in increasing the spiritual intelligence level of student-teachers when both groups matched with respect to pre-spiritual intelligence.
2. Shaktipat meditation is equally beneficial for student-teachers with high and low cognitive intelligence and high, average and low level of anxiety.
3. Spiritual intelligence was found to be equal among student-teachers with high and low cognitive intelligence as well as high, average and low level of anxiety.

Nagamani,K.et.al (2015) carried out a study on the “Emotional intelligence of senior secondary school principals in relation to their decision-making styles”. The study was conducted to examine the emotional intelligence of senior secondary school principals in relation to their decision-making styles. A sample consisted of 50 principals (30 government schools and 20 private schools) was randomly selected from Durg district of Chhattisgarh. ‘t’ test was applied for data analysis. Findings revealed that:

- (i) There is a significant difference between the emotional intelligence of routine decision - making style and compromise decision-making style of senior secondary school principals.
- (ii) There is a significant difference between the emotional intelligence of compromise decision-making style and heuristic decision-making style of senior secondary school principals.
- (iii) There is a significant difference between the emotional intelligence and heuristic decision-making style of senior secondary school principals.

Srivastava (2016) conducted a study on “spiritual intelligence: An overview”. An attempt has been made to recognize, to comprehend, to find out, to analyze, to synthesize, to evaluate and to critically examine along with to develop a positive attitude, appreciate, and take interest in the dominant factors responsible for strengthening spiritual intelligence. This study is conducted mainly by applying analytical cum descriptive method for the research. The impact of modifying patterns of the Indian educational system in the terms of cognitive, affective and psychomotor abilities would be analyzed in depth and thus it may contribute in solving the everyday problems of individuals’ life creatively and constructively in the new situation of the socio-psycho-physical environment for their well-being.

Varghese & Chirayath (2016) conducted a study on “Influence of spiritual intelligence on job satisfaction among IT professionals: A study conducted in four capital cities of South India”. Descriptive, exploratory and explanatory research method was used. The major findings revealed that –

1. Spiritual intelligence boosts the job satisfaction which boosts the morale of the employee and motivates them to perform better.
2. If there is a development in the spiritual intelligence of an employee it will directly affect the job satisfaction of the IT employees in the south Indian cities.

Peter & Susan (2016) conducted a study entitled ‘Influence of spiritual intelligence and job satisfaction among IT professional: A study conducted in four capital cities of South India’, by using descriptive, exploratory and explanatory research method, it was found out that there is a significant relationship exists between the spiritual intelligence and job satisfaction. Spiritual intelligence boosts the job satisfaction which boosts the morale of the employee and motivates them to perform better. If there is a development in the spiritual intelligent of an employee, it will directly affect the job satisfaction of the IT employees in the South Indian cities. The spiritual environment reduces the turnover, stress fatigue and absenteeism. This study indicates –

1. The importance of the role of spiritual intelligence in organizations, typically, a person with high score spiritual intelligence is more satisfied with his/her job in the IT sector.
2. The increasing number of research on the relationship between these variables suggest the expansion of paying attention to the role of spiritual factors in managing today’s organization. Hence, managers can improve the spiritual intelligence of the employee to attain the organizational goals.

Kumar & Chahal (2017) carried out a study on “Spiritual intelligence of secondary school teachers in relation to their demographic variables”. The study was conducted on a sample size consists of 100 teachers. Descriptive survey method of investigation was used. Spiritual Intelligence Self Report Inventory (SISRI) developed by D.B. King (2008) was used for collection of the data. The major findings indicated that-

1. The type of school, gender, locality and level of experience have not affected in spiritual intelligence. So, the school authorities and policy makers should take the responsibility together in developing spiritual intelligence at personal, group and organizational level and this can be done by organizing different spiritual intelligence training program to enhance spiritual intelligence of school teachers and to provide them with benefits in both the personal and interpersonal realms.

Saleem,et.al. (2017) conducted “A study of spiritual intelligence of teacher educators”. The study was delimited to a sample of 37 teacher educators attended refresher course. The self-made Spiritual Intelligence Scale (SIS) was used to collect the data. In order to test the hypotheses regarding the difference between spiritual intelligence of male and female and the rural and urban teacher educators, Mean, Standard Deviation, and ‘t’- value were calculated. The major findings of the study revealed that there is no significant difference between the spiritual intelligence of male and female teacher educators attended refresher course at Himachal University. The study revealed that –

1. There is no significant difference between the spiritual intelligence of rural and urban teacher educators.

2. There was a significant relationship between the spiritual intelligence and teaching experience of the teacher educators.
3. There is no significant relationship between the spiritual intelligence and age of the teacher educators attended refresher course at Himachal University and concluded that age of the teacher educators attended refresher course at Himachal University was not a strong facilitator of spiritual intelligence.

Soma & Tarun (2017) examined “Impact of spiritual intelligence on performance and job satisfaction: a study on school teachers”, to find spirituality at work and to discover how spirituality improves educator’s performance and institutional effectiveness. Researchers have attempted to understand how spirituality benefits teachers and supports institutional performance while enhancing job satisfaction based on the existing literature. The research is based on information collected through interaction with school teachers and from personal observations. The secondary source of information is collected through various experts’ views and opinions. This research idea focuses on providing a critical review of the literature on workplace spirituality by examining the fundamental basis of the main trends among teachers at work.

Talukdar & Sanghamitra (2017) conducted a study on spiritual intelligence and teaching competency of secondary school teachers in south Bengal, to compare the spiritual intelligence, teaching competency of secondary school teachers with respect to gender and locality and to find out the influence of spiritual intelligence on teaching competency of secondary school teachers. The sample size consists of 200 teachers selected by the simple random and purposive sampling techniques. Two standardized scales were used for data collection. The data was analyzed by using ‘t’ test and ANOVA. The major findings of the study revealed that –

1. Spiritual intelligence and teaching competency are gender free concept. On the otherhand spiritual intelligence and teaching competencies differs from locality.
2. Category wise difference was found among teachers in spiritual intelligence.
3. Highly spiritual intelligent teachers have positive outlook and may work effectively in limitations which enables them competent enough in their teaching profession.

Taneja (2017) investigated the “Study of spiritual intelligence in relation to adjustment of prospective teachers”, to find out the relationship between spiritual intelligence and adjustment of prospective teachers. The sample size of 100 prospective teachers were selected randomly. Spiritual Intelligence Test by Roquiya Zainuddin and Anjum Ahmed (2005) and Bell’s Adjustment Inventory (Indian adaptation) revised addition R.K. Ojha (1994) were used for the collection of the data. The data was analyzed by Pearson’s Product Moment Correlation. The major finding of the study revealed that –

1. There is no significant relationship between spiritual intelligence and adjustment of prospective teachers.
2. Relationship between spiritual intelligence and adjustment, which is not highly positive so the need of hour is that home as an informal agency should become the foundation of our spirituality and school and colleges as formal.

Shweta,S. & Suhaas,P. (2017) conducted a study on the “Academic achievement in relation to emotional intelligence and spiritual intelligence of B.Sc students”. The study proclaimed that the world is said to be shrinking, so is time. Time is the only resource everyone in the world possesses equally but fails to utilize equally. Majority

of students confessed that faltering to come to grip with time improper utilization of time leads to stress, academic stress, a mental distress arising out of academic failure and academic frustration. Academic achievement is a measure of knowledge and skills a student has acquired in a given period of time. Time management is one of the contributing factors affecting academic stress and academic achievement of students. Time management is not doing the wrong things quicker, it is doing the right things. Time management refers to the development of processes and tools that increase efficiency and productivity. Human lives are made of seven vital areas; health, family, financial, intellectual, social, professional and spiritual. if in the long run, individuals spend a sufficient quantity and quality of time in each area, their lives will be in balance. but if they neglect any one area, never mind two or three, they will eventually sabotage their success. If they do not take time for health, their family life and social life are hurt. If one's financial area is out of balance, one will not be able to focus adequately on one's intellectual working with a clean environment gives the focus needed to become successful. Time management correlates with academic achievements of the students. Therefore, it is important to improve time management which will increase academic achievement. There is an urgent need to identify better ways for improving academic achievements and reduce academic stress among students. Hence, it is necessary for all the stakeholders of education to enhance the time management pattern of students to improve academic achievement.

Rajib,C. (2017) carried out a study on the “Relationship between emotional intelligence and academic delay of gratification in student-teachers holding academic volition constant”, to examine the relationship between academic delay of gratification and emotional intelligence in student-teachers by keeping academic volition constant. Sample for the study includes 38 urban student-teachers of B. Ed. And M.Ed. classes

of an education college in Banjara Hills, Hyderabad, Telangana, India. The findings of the study revealed that academic delay of gratification is positively, moderately and significantly associated with emotional intelligence in student-teachers, when their academic volition is held constant.

Usha,R. (2017) conducted a study on spiritual intelligence-an antidote 21st Century. From the study, the author asserting that people have achieved a great deal of progress in science and technology despite the nature of human consciousness not being internalize, say that to put an end to such negative being a new system of education and strategies i.e., spiritual education needs to be developed to reach the ultimate goal.

Soumita,G. (2018) conducted a study on the “Status of workplace spiritual intelligence among secondary school teachers”, to find out the workplace spiritual intelligence of secondary school teachers in relation to their gender, religion and caste as well as the workplace spiritual intelligence of secondary school teachers based on six dimensions of spiritual intelligence. Descriptive survey method was used. The sample size consists of 100 secondary school teachers from Jalpaiguri District. The workplace spiritual intelligence scale developed by Dhar and Dhar (2010) was used to collect the data. The major findings revealed that –

1. The secondary school teachers have moderate level of work place spiritual intelligence.
2. No significant difference was found in workplace spiritual intelligence of secondary school teachers in relation to gender and religion.
3. Significant differences were found in the workplace spiritual intelligence of secondary school teachers in relation to their caste.

4. Differences were also found in the workplace spiritual intelligence of secondary school teachers based on the six dimensions of spiritual intelligence.

Wadhawar (2018) carried out a study on the “Influence of spiritual intelligence on mental health and stress management of teacher educators”. The study was conducted on a sample size of 200 teacher educators by using simple random sampling technique and completed the spiritual quotient scale, Mental health checklist and stress management scale. The major findings of the study revealed that

1. Significant positive relationship were found between teacher’s spiritual intelligence and their mental health.
2. Significant negative relationship were found between spiritual intelligence and stress of teacher educators.
3. Females were more spiritually intelligent, better mentally healthy and better manages their stress as compared to males.

Krishna,R.B. & Sravanthi,K. (2018) conducted a study on the topic “Emotional intelligence and the academic adjustment of student-teachers”, The study found out that the need to focus on the emotional intelligence of student-teachers for better adjustment during the secondary teacher education program and to examine the relationship between the emotional intelligence and the academic adjustment. The data was collected using stratified random sampling technique and 120 student-teachers were included in the study. The study revealed that –

1. The variables - gender and type of the institution did not influence the emotional intelligence and the academic adjustment of the student-teachers.
2. There was a significant relationship between the emotional intelligence and the academic adjustment.

3. No significant differences were found in emotional intelligence of B Ed student-teachers belonging to government, aided and private B Ed, colleges.
4. No significant differences were found in the academic adjustment of B.Ed student-teachers belonging to government, aided and private B.Ed colleges.
5. No significant difference between male and female B.Ed student-teachers in their emotional for equal level of emotional intelligence may be due to the intervention of the B Ed course.
6. No significant difference between male and female B.Ed student-teachers with respect to their academic adjustment.
7. Positive significant correlation were found between emotional intelligence and academic adjustment among student-teachers.

Aswathi (2019) examined “Impact of spiritual intelligence on self-efficacy: A study on school teachers”, to analyze spirituality at work and discover how spirituality improves educators’ performance and institutional effectiveness. The researcher has attempted to understand how spirituality benefits teachers and improves self-efficacy. The sample size consists of 20 teachers including males and females. Spiritual Intelligence Self-report Inventory of David King 2008 and Self Efficacy Test of Bandura 2006 were used for collection of the data. The finding shows that –

1. There is a high positive correlation between spirituality and self-efficacy.
2. The research hypothesis of this study proved that there would be positive correlation between spirituality and self-efficacy. The null hypothesis of this study has been rejected.

Verma,A. (2019). Conducted a study on “Spiritual intelligence and job satisfaction among college teachers”, on a sample of 220 teachers of Shimla city.

The study found out that-

1. Strong positive relationship between spiritual intelligence and job satisfaction.
2. Government teachers were more spiritually intelligent than private teachers.
3. Government teachers had a high degree of job satisfaction than private teachers.
4. Female teachers scored higher in job satisfaction than male teachers.

Vincent,P. & Marion,M. (2020) conducted a study on the “Effect of spiritual intelligence and school teachers: In reference to Prayagraj district”, on a sample of 100 secondary school teachers and found out that-

1. Significant relationship was found between spiritual intelligence, emotional intelligence and teacher effectiveness.
2. Female teachers are higher in their spiritual intelligence as compared to male teachers.
3. Efficiency in teaching varies according to their spiritual intelligence and there is a significant difference in the teacher effectiveness of teachers corresponding to the different level of spiritual intelligence.

Kant,S. (2020). Studied “Emotional intelligence and spiritual intelligence of the secondary school teachers in relation to teacher effectiveness”, in Noida.

1. Female secondary school teachers have comparatively higher level of spiritual intelligence than their male peers.

2. Government secondary school teachers have similar level of teacher effectiveness as their urban residing peers.
3. A strong positive relationship was found between teacher effectiveness and spiritual intelligence of the secondary school teachers.
4. A strong positive relationship between emotional intelligence and spiritual intelligence of secondary school teachers.

Pereira & Marion, M. (2020) conducted a study on the “Effect of spiritual intelligence on school teachers: in reference to Prayagraj District”. The study aims to investigate the spiritual intelligence of secondary school teachers and to understand the interactive relationship among spiritual intelligence, emotional intelligence, psychological well-being, happiness and teachers’ efficacy. The sample size consists of 100 teachers in the secondary schools of Prayagraj district. A significant relationship was found between spiritual intelligence, emotional intelligence and teacher effectiveness.

2.2.2. Studies conducted Abroad

Suleman & Fatemeh (2012) examined “What is the relationship between spiritual intelligence and job satisfaction among MA and BA Teachers”. The study employed the simple random sampling procedures and the sample consists of 177 teachers. Descriptive correlation design was used. Spiritual Intelligence Scale (ISIS) designed by (Amram & Dryer, 2007) and Job Descriptive Index (JDI) were employed for the study. The findings showed that-

1. Teachers with bachelor and master degree were significantly differ in their spiritual intelligence.

2. The results also revealed that to determine the level of teachers' spiritual intelligence based on teachers' six major factors associated with job satisfaction; the nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment.
3. The salary and benefit of teachers' job satisfaction factors were related to the teachers' spiritual intelligence.

Mohammad,et.al (2013) investigated the role of spiritual intelligence on organizational commitment in employees of Universities in Tehran Province, Iran. The sample size consists of 200 staff (111males and 89 females). Data were collected by two Spiritual Intelligence Self-evaluation Questionnaires (2008) and the organizational commitment questionnaire by Allen and Meyer (1997). The results showed that –

1. Difference in the amount of spiritual intelligence and organizational commitment between males and females, males were higher than females.
2. A definite correlation existed between spiritual intelligence and organizational commitment among staff.
3. Higher spiritual intelligence corresponded to higher organizational commitment, which was proven for both males and females.

Hamid & Morteza,R. (2015) conducted ‘A study on the relationship between spiritual intelligence and organizational commitment for male teachers at elementary schools in academic year of 2013-2014, in Quchan City, Iran’. Total number of teachers was 98 and due to the small size of study population, sampling was not performed and the sample was considered equal to the population. Data were collected by using Meyer

and Allen's Organizational Commitment Questionnaire and Abdullah Zadeh's Spiritual Intelligence Questionnaire. The researcher used mean central statistical indicators and standard deviation dispersion measures and variance for data analysis in descriptive statistics method. The major findings showed that –

1. There is no significant correlation between total spiritual intelligence and total organizational commitment.
2. There is no significant correlation between spiritual intelligence and its components with continuance and normative commitments.
3. There is a significant correlation between spiritual intelligence and its components with affective commitment.
4. Spiritual intelligence has been effective in maintaining and improving organizational commitment and it should be tried to improve spirituality and spiritual intelligence in employees and teachers.

Ahmadzadeh & Shaahi (2016) conducted a study on “The survey of the relation between spiritual intelligence with quality work life and professional morality of school administrators in Baghmalek”. The sample size consists of 150 people which were chosen by using a stratified random sampling technique. In this research, three standardized questionnaires of King's Spiritual Intelligence, Waltoon's Quality Work Life and Kadozir 's Professional Morality were used. Descriptive and inferential statistical analysis were employed and the level of statistical indicators of descriptive statistics such as frequency, percentage, mean and standard deviation of inferential statistical methods such as correlation and ‘t’ test were used. The results showed that –There is a positive and meaningful correlation between spiritual intelligence with quality work life and spiritual intelligence with professional morality of administrators in Baghmalek schools.

Korazija,et.al (2016) conducted a study on the “Relationship between spiritual intelligence and work satisfaction among leaders and employees”. The simple random sample consists of 100 leaders and 100 employees were included in the study. Descriptive survey method was used. Spiritual Intelligence Scale (ISIS) (Amram & Dryer, 2007) was used for collection of dat. The study found out that-

1. No significant relationship between spiritual intelligence and work satisfaction for leaders.
2. Significant positive relationship between spiritual intelligence and workplace satisfaction for employees.

Masoume & Saeed (2016) carried out a study on the “Relationship between spiritual intelligence, emotional intelligence with occupational performance of the guidance school teachers' occupational performance in Shiraz educational system organization (first area)”, to explain the relationship between spiritual intelligence, emotional intelligence with occupational performance the guidance school teachers' occupational performance in Shiraz educational system organization (first area). The descriptive research method was used. Using cluster sampling, the sample size consists of 120 teachers. The researcher’s of statistical methods for data analysis, descriptive and inferential statistics were used. The major findings of the study indicated that –

1. Significant relationship between variables of spiritual intelligence, emotional intelligence and occupational performance.
2. Significant relationship between the dimensions of spiritual intelligence, emotional intelligence and occupational performance.

Elhambakhsh,et.al. (2018) conducted a study on “The relationship between spiritual intelligence and self-regulation with success of Iranian EFL university lecturers”. A sequential mixed-method was designed. The sample size consisted of 20 lecturers.

Quantitative data were gathered through spiritual intelligence questionnaire (SIQ), self-regulation questionnaire (SRQ) and characteristics of successful teachers' questionnaire. The findings of the study revealed that –

1. There was a positive and meaningful relationship between the lecturers' SI and SR with their success. Also, Observation Checklists revealed a high contribution of some components of SI to the teachers' pedagogical success.

Nayereh & Fayazallah (2018) carried out a study on “Spiritual intelligence - relationship with organizational citizenship behavior and commitment of school teachers”. This study investigated the relationship between spiritual intelligence with organizational citizenship behavior and organizational commitment of secondary school teachers. The sample size of 358 teachers were selected. Using Cochran formula and simple random sampling method as a sample. For data collection, three questionnaires viz. the King Spiritual Intelligence Questionnaire (2007), Padasak, et.al. Citizenship Behavior Questionnaire (2000) and Organizational Commitment Questionnaire of Meyer (2001) were used. The findings of the study showed that –

1. None of the components of citizenship behaviour has a significant relation with a critical thought component of spiritual intelligence.
2. Regarding the personal meaning making component of spiritual intelligence, only the components of sportsmanship and social customs have a significant relation. Other components have no significant association.
3. All components of citizenship behaviour are significantly associated with a transcendental consciousness component of spiritual intelligence and have no significant relation with self-awareness extends component.

Osman,G. & Hassan (2018) conducted a study on the “Impacts of spiritual and cultural intelligence on leadership effectiveness: A conceptual analysis”, to examine the impact of spiritual and cultural intelligence on leadership effectiveness in global environment using the available current literature. To measure spiritual intelligence, Zohar and Marshall (2005) measurement tool was used for measuring leadership effectiveness. The majority of the study indicated that-cultural intelligence and spiritual intelligence have positive and significant impact on global leadership effectiveness in terms of decision making, performance and commitment.

2.3 Reviews related to Teaching Competency

2.3.1 Studies conducted in India

NCTE (1998) in the ‘Curriculum Framework for quality teacher education’ mentioned the need for teachers to acquire the necessary competencies, capabilities, expertise and commitment essential for realizing the major social objectives set for the country of social justice, equity and equality and keeping pace with the needs of the fast global knowledge society. The framework conceives the curriculum of teacher education as “an important instrument for the realization of national and educational goals”. It further pointed out that all teachers should possess certain competencies. The ten inter-related categories of competencies are contextual competencies, conceptual competencies, content competencies, transactional competencies, competencies related to other educational activities, competencies for developing teaching-learning material evaluation competencies, management competencies, competencies related to working with parents and competencies related working with community and other agencies.

Richardson (1999) conducted a study entitled “Teacher education and the construction of meaning”. The study found out that the shift from teacher-centred teaching to student-directed learning makes teaching activities different. Even learner-developed or learner prescribed curricula are becoming dominant in modern educational practice. Operating the constructivist classroom becomes one of the biggest challenges of modern class teaching. Research evidences suggested that teachers are often incapable of helping learners to construct their own knowledge. There is a clear gap between teacher performance and system expectations. Learners often experience difficulties in relating their knowledge with either their daily life or with their future professional practice. Teachers need to ‘fine tune their pedagogical skills and competencies’ if they are to play the role of facilitators of learning.

Prahallada,N.N. (2002) studied ‘The role of teacher, student and parent in the New Millennium’, and stating that value education of the young is assuming increasing prominence in discussions on education, the author suggests that value orientation should be the central focus of education with teachers being given the necessary training in the effective methods of developing values.

Viswanathappa,E. (2005) investigated the “Attitude towards teaching and teaching competence”. The study was conducted in Anantapur district of Andhra Pradesh to study the influence of attitude towards teaching and admission test rank on the teaching competence of student teachers at secondary level. From the study, it was found out that attitude towards teaching plays a significant role in predicting the teaching competence of student teachers.

Mohapatra, A.K. (2005) conducted a study on the topic “Self-improvement key for an effective science teacher”. The study stated that same teachers have rigid views

about the make-up of a good lesson, based on their experience, their view about what is important in science, and their perspective of pupil' learning. The author found out that a teacher needs to know what is effective on day-to-day basis and what sort of teaching is likely to lead good results and interest in science.

Dhanalaxmi, D. (2005) carried out a study entitled “A challenge for teachers and teacher educators”. The study stated that adolescence is a critical period of human life between childhood and adulthood when they are unlike young children in many ways, yet not adults completely. At this stage, adolescents begin to believe that they are grown up and like to be treated so. Side by side, they also have some child-like traits such as need for dependency, attention etc., and those qualities do not disappear even with the advent of puberty.

Dhanalaxmi, D. (2005) conducted a study entitled “Effective communication for a teacher”. The study found out that people exchange their feelings, experiences and thoughts through verbal and nonverbal communication. The interpersonal relationship depends upon the effectiveness of such communication. Good teachers are always good communicators. The teacher having mastery over the subject matter but poor at communication skill cannot be called a good teacher. Good classroom climate or motivation of the students is possible through the effective communication of the teacher. Successful communication transmits values, attitudes and feelings through properly chosen words. Some background in communication, like concept of communication, process of communication, principles of communication, barriers of communication and methods to overcome the barriers of communication, the concept of communication technology, the various modes of communication technology, the concept of Inner Side of Effective people (ISEP). ISEP illustrates why and how

communication is a responsible task and facilitate the teacher to practice effective communication.

Tomlinso,P.et al. (1999) conducted a study on the topic “Conscious reflection and implicit learning in teacher preparation”. The study found out the need and importance of continuing education of teachers as continuing professional development is needed because initial education cannot contain all the professional knowledge that is needed, and certainly not that procedural ‘how to’ knowledge which grows only through practice.

Neelakandan,R. (2007) conducted a research on “Emotional competence of primary school teachers”. The study aimed to find out the level of emotional competence of different subjects of school-teachers. A sample of 300 school teachers were selected randomly and using Sharma and Bhardwaj Emotional Competence scale. The results revealed that school teachers differed in emotional competence on the basis of qualification, type of school and service.

Bondu,R. & Viswanathappa,G. (2007) examined the “Competency of D.Ed. and B.Ed. Trained Teachers Working in Primary Schools of Andhra Pradesh”. For the study, 40 primary teachers teachers, D.Ed. and B.ed trained teachers were selected from 20 schools of Nalgonda district in Andhra Pradesh. As per the policy of Government of Andhra Pradesh, the primary School teachers are expected to teach all the subjects at primary level. For this D.Ed. trainees are very suitable. B.Ed. trainees do not study the pedagogy of primary level still they are appointed in primary schools. The study had been undertaken to know how the primary teachers are teaching with their different pedagogical knowledge.

The findings indicated that -

1. There is no significant difference in teacher competency such as cognitive-based, performance-based and consequent-based competency between rural and urban primary teachers.
2. There is no significant difference in teacher competency such as cognitive-based, performance-based and consequent-based competency between gender (male/female), age (young-age/old-age), type of school (multigrade/monograde) and experience (without experience/ with experience).
3. There is a significant difference in teacher competency such as cognitive-based, performance-based and consequent-based competency between D.Ed., and B.Ed., trained teachers working in primary level.

Najma,U. (2007) studied the “Role of Teachers in the Emerging Indian Society” and stating that a teacher in the emerging Indian society has a very pivotal role to play in the social reconstruction and transmission of wisdom, knowledge and experiences from one generation to another. The author asserted that new technology and strategies are essential to solve the new problems resulting from growing school population, pupil’s heterogeneity, divergent and conflicting needs of the learners and so on.

Satwinderpal,K. (2008) studied the “Occupational stress in relation to teacher effectiveness among secondary school teachers”, to find out the relationship between occupational stress and teacher effectiveness. The investigation reveals that the less effective teachers are under a higher level of occupational stress than the highly effective teachers, while the female secondary school teachers are significantly under more occupational stress than their male counterparts.

Vibha,L. & Chandel,N.P.S. (2008) carried out a study on “The relationship between non-verbal classroom communication and teaching effectiveness”. Knowledge of content is necessary for a teacher to make teaching more effective. Without effective communication skill, knowledge of content is not worthwhile. A teacher can express his feelings in an excellent manner through non-verbal communication. The study has been taken up to answer the question: Do the non-verbal communication make classroom teaching effective? the purpose of the study is to find out the relationship between non-verbal classroom communication and teaching effectiveness.

The study has been conducted on a sample of 75 pupil teachers representing various faculties of Dayalbagh education institute, Agra. A self-made observation schedule was used to collect data related to non-verbal communication of pupil teachers. Following conclusions were drawn on the basis of analysis of data:

1. The non-verbal classroom communication behaviour of pupil teacher was found to be of moderate level.
2. The teaching effectiveness and non-verbal communication are high positively correlated.
3. High and low effective teachers’ non-verbal classroom communication behaviour was scientifically different from one another.

Dhillon,J.S., & Navdeep,K. (2009) conducted a study on “Teacher effectiveness in relation to their value patterns”, to study teacher effectiveness in relation to their value patterns among 200 teachers (100 male and 100 female) of government and private schools. Teacher Effectiveness Scale (TES) by Pramod Kumar and .Mutha and Teacher’s Value Inventory(TVI) by Pramod kumar and D.N.Mutha and the Teacher’s

Value Inventory(TVI) by Harbhajan L. Singh and S.P. Ahluwalia were used in the collection of data. The findings indicated that –

1. No significant relationship exists between teacher effectiveness and value patterns of teachers.
2. No significant differences were found in the level of teacher effectiveness of male and female teachers.

Jose,A. (2010) conducted a study on “A study of teaching aptitude, competency, academic background and achievement in educational psychology”. The purpose of the study was to understand the extent of relationship between teaching aptitude, teaching competency, academic background and achievement in educational psychology of student –teachers in the college of education. A sample of 200 student-teachers selected from 5 colleges of teacher education in Kottayam revenue district in Kerala was used for the study. The sample consisted of men and women student-teachers. The tools used for the study were Teaching Aptitude Scale (T.A.S) and an Achievement Test. The study revealed the following:

1. A significant positive relationship was found between teaching competency and teaching aptitude of student –teachers.
2. No consistent positive relationship was found between academic background and teaching aptitude of student-teachers.
3. No significant positive relationship was found between teaching aptitude and achievement in educational psychology.

Tejeswara, R. G. (2010) studied “The role of communication skills among polytechnic students”. From the study, it was found out that the importance of communication skills is recognized by the industry for its place in globalization. with

this, the learning of language and acquisition of communication skills have gained prominence how these communication skills are useful and why they are necessary to polytechnic study. In tune with this study, **Mohd. Saheel Khan (2007)** studied “Effective classroom teaching” and stated that effective classroom teaching is essential for imparting education, the author asserted that effective classroom teaching needs good planning, good personality and good communication.

Sabu,S. (2010) investigated the “In service training programmes and teaching competence of teachers”. The study tries to find out teaching competence of secondary school teachers with regard to the number of in-service programmes attended, gender, age and type of school. A sample of 631 secondary school teachers selected randomly was used in this study. The results revealed that –

1. There is a dire need to change the present in-service training programmes.
2. Gender and type of school have nothing to do with teaching competence but age is a factor which influences teaching competence.

Gnanadevan,R. (2010) conducted a study on “Teachers professional ethics for sustainable future”. Teaching is often considered to be the noblest profession among all professions. Teachers are the builders of the students’ character, behaviour and the whole personality. When a person becomes a member of a profession he/she accepts the responsibilities of living up to the code of the ethics of that profession. Professional ethics of teachers refers to the principals, guidelines or norms of morality, which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities. The definition and parameter of professional ethics varies from society to society and from time to time. It is dynamic in nature with change in social setup, pattern and dimension of society the ethics also change without

high standards of professional ethics teaching could never be regarded as a full-fledged profession.

Umasankar, P. (2011). Carried out a study entitled “Assessment of Teaching Aptitude of Engineering College Students”. The study presents the result of an assessment of teaching aptitude of engineering college students. 200 engineering college students of various disciplines were involved in this study. The findings revealed that-

1. Majority of the sample were below an average level of teaching aptitude.
2. The female students have greater teaching aptitude than male students.

Archana,A. & Shweta,C. (2012) studied the “Teaching effectiveness of advance organizer model: An experimental study”. The study aimed at finding the teaching effectiveness of advance organizer model developed by David Ausubel in comparison to traditional method of teaching.it was an experimental study conducted on secondary school students in teaching of civics the results revealed that advance organizer model is more effective than the conventional method of teaching.

Meenakshi,S. (2012). Carried out a study on “Personal Development and Soft Skills for Teachers”, and stated that teaching is a profession and teacher education is a process of professional preparation of teachers (NCFTE 2009,p.15). One of the main functions of a teacher’s training college is to produce teachers who are skilled in communication and present the updated subject matter in a matter that is interesting and easy to understand. At various forums people raise an opinion that the teacher education curricula lack training in development of the soft skills which are most essential for this profession. The training in interpersonal communication skills and language proficiency is found wanting.the NCF 2005 reiterates that ‘the existing teacher education programmes do not recognize the centrality of language in the

curriculum'.(NCF,2005)School teachers continue to be isolated from centers of higher learning and their professional development needs remain unaddressed.(Batra,2005).During an exercise on syllabus reforms at the faculty of education, Banaras Hindu University, this problem was realized, and an audit course of 1 credit on 'Personal development and soft skills for teachers' was proposed. This paper presents a detailed account of this exercise on two groups of 40 students each in two consecutive semesters of the 2010-2011 batch of bachelor of education. The designing of the programme, its conduction over fifteen classes of one and a half hour duration, the modalities of interaction and training and the evaluation as well as the outcome of the entire endeavour is discussed.

Padmavathi (2013) conducted a study titled "A survey of secondary school teachers' perceptions, competency and use of computers". The main focus of the study is to elucidate teachers' perceptions and competency in relation to actual use computers in classroom teaching. Teachers' perception towards use of computer was found to be favorable. Age, gender, training in computers, teaching subject did not show significant difference in the teachers' perception on use of computers. Self-administered questionnaire was employed to gather data from randomly selected of 134 secondary school teachers. The data were analyzed by using frequency distribution, percentages, mean, t-test and ANOVA. The major findings of the study revealed that-

1. There is no significant difference in perception of computer in terms of gender. This indicates that both male and female teachers have the same perception about use of computers in education.

2. In terms of use of computer for classroom teaching no significant differences were found between male and female teachers, which indicated that gender plays no role in use of computers for teaching.

Kotreshwaraswamy,S. (2013) conducted a study on “Teacher competencies needed for inclusive education”. Teaching is an art which needs dedication, demands devotion and more than warrants determinations. universally speaking while some educational programs for disabled children are successful others are failures. Teacher competency is also a factor in determining success or failures of such programmes. Teacher competency is the ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and which takes into account the different needs and abilities of learners.

Vasanthi,A., & Latha, R. (2013) examined “Teaching competency in relation to computer aptitude and personality type of B.Ed trainees in Chennai”. Teaching competency is an evaluative one that denotes the ability of teachers to use their knowledge and skills in practical professional activities to enrich the students with abundant knowledge and skills in practical professional activities and lead their life and engage themselves in this society. While technology is not a panacea for all educational ills, today’s technologies are essential tools of the teaching trade. Computer technology can now empower teaching professionals with the competency to create effective and efficient blended learning events. The study was carried out to determine the difference in teaching competency of student-teachers in relation to computer aptitude and their personality type. The result indicated that teaching competency of B. Ed trainees are interrelated with computer aptitude and personality type.

Josen,G. (2014) conducted a study entitled “Teaching aptitude of prospective teachers in elementary teacher educational institutions”. Quality of teachers is one of the crucial factors that determines the success of any system of education. The purpose of teacher education institutions is to generate competent teachers to lead the educational process. In Kerala, recently there is a mushroom growth of teacher education institutions at various levels. The intake of most of these institutions is not based on entrance tests, thus allowing everyone who possesses the required minimum qualification to be admitted for various teacher training courses. The present study ‘teaching aptitude of prospective teachers in elementary teacher education institutions’ was an attempt to assess the teaching aptitude of student teachers undergoing training at various teacher training institutes (TTI’s) in Ernakulam district of Kerela. The findings of the study revealed that the teaching aptitude is normally distributed among the sample of prospective teachers. Also it was found that there is no significant difference in teaching aptitude of rural and urban respondents and respondents from aided TTI’s and self-financing TTI’s.

Pendurthy,V. (2006), also stated that a teacher who is pleasant, friendly and cooperative can win the confidence of the students and play the the role of a counsellor, the author felt that practical knowledge of a teacher will improve the counselling skills of the teacher.

Chauhan & Gupta (2014) conducted a study of teaching competency among teachers in secondary school level in Ghaziabad District. The study aimed to compare the teaching competency of different groups working at secondary schools level in Ghaziabad. The sample size consists of 100 teachers and descriptive survey method was used. The findings of the study revealed that -

1. The competency of female teachers is higher than the male teachers working in secondary schools.
2. Teaching competency of urban teachers is higher than the rural.
3. Competency of experienced teachers is higher than unexperienced teachers but their competency has been found negligible positive.

Mandeep & Arti (2014) conducted a study on “Teaching competency of secondary school teachers in relation to emotional intelligence”. The study was designed to examine the relationship between teaching competency and emotional intelligence of secondary school teachers. The sample size of 100 secondary school teachers comprised the study. The tools like General Teaching Competency Scale (GTCS), and Emotional Intelligence Scale (EIS) were used. The findings of the study reported that

–

1. A significant positive relationship was found between teachers’ teaching competency and their emotional intelligence.
2. Insignificant differences were found between teaching competencies as well as between emotional intelligence of secondary school teachers teaching in government and private schools.
3. Teaching competency and emotional intelligence were not influenced by gender.

Renugadevi & Nalinilatha (2014) investigated the “Relationship between social intelligence and teaching competency of higher secondary school teachers”. The sample size consists of 300 teachers working in higher secondary schools from 5 government, 5 government aided and 5 private higher secondary schools in Coimbatore district selected randomly. Descriptive survey method was used. The tools

are used in this study namely self-made Teaching Competency Scale and Social Intelligence Scale, constructed by Chandha, N.K. (1986). The major findings showed that -

1. There is no significant relationship between social intelligence and teaching competency of higher secondary school teachers.
2. Teaching competency is the quality, attribute and characteristics to determinate of teacher efficiency and effectiveness.
3. Teaching competence plays a major role in classroom management and other academic activities.
4. Teacher can enrich their competence level by attending and participating various programs and activities.

Sunil,et.al. (2014) conducted “A comparative study on the teaching competency between Novice and Veteran teachers in the teaching learning process of secondary school of Bilaspur City Chhattisgarh”. The sample selected for the study was 40 teachers, 20 veterans and 20 novice teachers including under categorization of 10 male and 10 female in both the novice and veteran teachers group. Cross sectional survey method of investigation had been used. B. K. Passi and M. S. Lalitha’s General Teaching Competency Scale (GTCS) were used for collection of the data. The findings indicated that -

1. Significant differences due to the effect of generation gap in the teaching competency of private novice and private veteran teachers.
2. Significant differences due to effect of generation gap on in the teaching competency of government novice and government veteran teachers.

Kusum,L. (2014) conducted a study among one hundred and eight prospective teachers from B.Ed training colleges of Punjab and Chandigarh on the title “Effect of teaching skills in modifying classroom behavior of prospective teacher”. The study attempted to check the effect of micro-teaching skills by observing the classroom behaviour of prospective teachers through Flanders Interaction Analysis Technique. The classroom behaviour of prospective teachers was analyzed before and after providing training in two micro-teaching skills i.e. probing questions and explaining which are of maximum use during classroom teaching through pre-post calculations and found that –

1. There was a highly significant difference between pre-test and post-test scores of teacher talk ratio, pupil talk ratio and silence/confusion of experimental group.
2. No significant difference was found between pre-test and post-test scores of teacher talk ratio, little difference in pupil talk ratio and silence / confusion of the controlled group.

Brindhamani,M., & Manichander,T. (2014), carried out “A study of attitude and effectiveness of primary school teachers in Trichy District”. The study concluded that the male and female teachers did not differ significantly in their overall effectiveness and the overall effectiveness scores of comparing government and private school teachers was found that government school teachers was significantly lower than those working on private schools.

Chandramma,M. (2015) conducted “A study of attitude of secondary school teachers towards teaching profession”, among 300 secondary school teachers comprising 150 male and 150 female teachers in Chittoor district of Andhra Pradesh. The investigator

found out that teaching experience, sex, and management highly influenced the attitude of secondary school teachers towards teaching profession and private teachers having more favourable attitude towards teaching profession when compared with government teachers.

Choudhury & Choudhury (2015) investigated “A study on teaching competency of secondary teacher educators in relation to their metacognition awareness”. A sample consisting of 170 teachers belonging to different communities was taken from three B.Ed colleges all in and around the Tinsukia and Dibrugarh district of Assam. The teacher educators were selected through incidental or purposive sampling technique. Survey method was used. The investigator used the statistical technique like percentage, mean, standard deviation (SD), ‘t’ test etc. for analyzing and interpretation of the data collected for the study. The study revealed that –

1. Majority of the secondary teacher educators of both male and female has average level of metacognition, awareness and their level of competencies in their teaching learning process is also average, the reasons behind such finding may be attributed to the fact that both teaching competencies and metacognition awareness are interrelated.
2. There is a significant difference between male and female secondary teacher educator in their teaching competency as well as in their metacognition awareness.

Panneerselvam & Muthamizhselvan (2015) conducted a study on “Teaching competence and organizational climate of secondary school teachers”, to find out teaching competence and organizational climate in determining the secondary school

teachers. The sample of consisted of 242 secondary school teachers. The results of the study indicated –

1. Significant influence was found in organizational climate on teaching competence of secondary school teachers.
2. Significant relationship was found between ‘teaching competence’ and ‘organizational climate’ among secondary school teachers for the total sample and for relevant sub samples.
3. Except for the correlations obtained between the sub samples based on teachers educational qualification as P.G, B.Ed and T.T.C, all other variables selected for the study have no influence on the degree of relationship between organizational climate and teaching competence.

Vandana,M. & Gaganpreet,K. (2015) carried out a study on “Teacher effectiveness among secondary school teachers”. The study was conducted on 600 government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula to study teacher effectiveness in relation to their city type, school type and academic stream and interaction among them. The main findings showed that –

1. Chandigarh, Mohali and Panchkul secondary school teachers exhibited comparable teacher effectiveness and government and private secondary school teachers exhibited comparable teacher effectiveness, teachers of different academic subjects viz. languages, social science, and science and mathematics exhibited comparable teacher effectiveness.
2. Significant interaction was found among city, school and academic streams for secondary school teachers with respect to teacher effectiveness.

Katyayani,R.K., & Udaya,R.M. (2015) conducted “ A study of teacher efficacy and emotional intelligence of secondary school teachers,” among secondary school teachers from Warangal District of Telangana State. The study revealed that there is a significant difference in the teacher-efficacy of secondary school teachers with respect to level, dimensions, academic achievement, teaching experience, type of management and emotional intelligence except, gender. There is a significant difference in the Emotional Intelligence of secondary school teachers with respect to level, academic achievement, type of management and teacher efficacy except gender, dimensions and teaching experience. The multiple Correlation (R) between Academic Achievement (AA), Teacher efficacy(TE) and Emotional Intelligence (EI) is found to be $R=0.261$ indicating low correlation but small relationship (correlation coefficient from 0.21 to 0.40). As teacher efficacy is associated with academic achievement, enhancing teachers’ emotional intelligence appears to be a means of achieving improved students’ outcomes. Therefore, it is essential and beneficial for planners and authorities to consider teachers’ psychological variables such as teacher efficacy and emotional intelligence in academic achievement of students to meet identified positive consequences.

Udaya,R.M. (2015) studied the “Self-efficacy”, and stated that self- efficacy is the measure of one’s own ability to complete tasks and reach goals. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy. People with high self-efficacy generally believe that they are in control of their own lives, that their own actions and decisions shape their lives, while people with low self-efficacy may see their lives as outside their control. Several studies have also established that teachers with a strong sense of efficacy tend to

exhibit greater levels of planning, organization and enthusiasm. They persist when things do not go smoothly and are more resilient in the face of set-backs.

Neena,T. (2015) conducted a study on “Teaching-a service or a profession”. This study reveals the importance of education and the role of a teacher in education by comparing the educational styles of two different periods. During Vedic period, the teacher was the guru, one who removes darkness from the life of students and education was more value-oriented. In modern times, a teacher is a facilitator, one who facilitates the process of knowledge construction. Now education is outcome-oriented. There is a major idealistic variation which happened in between these periods. This paper analyzes in detail the student-teacher relationship, fundamental principal of education, aims, curriculum, methods of teaching, role of the teacher, disciplinary aspects of students and the schooling system of these times. The study implies that teaching was once a noble service but is now considered as a profession. As a service, teaching had an immediate connect with real world and teachers were respected by all classes of society. When it becomes one of professions, it is now considered as a mundane activity to earn livelihood. In short, knowledge was once a power but now an economy. If education is meant to foster the student’s abilities to groom him/her as an integrated personality, then the role of education must be defined in a clear manner. Otherwise, in a complex society, life will become too complex to derive the possible benefits of education.

Shazli,H.K (2015) conducted a study entitled “Constructivism towards a paradigm shift in classroom teaching & learning”. Constructivism is a theory of knowledge, a philosophy of learning. Its Proponents include Piaget, Vygotsky and later-day philosopher Glasersfeld. The constructivist philosophy has been adopted in teaching of science by many enthusiastic pedagogues and teachers in many countries.

Constructivist pedagogy does not consist of single teaching strategy. Instead. It has several features that should be attended to simultaneously in a classroom. It has been asserted that for a successful constructivist strategy, the teaching has not only to be student-centered and the teacher a mere facilitator, but the teacher has the added responsibility to create a conducive classroom environment, research has established that constructive methods of science teaching have been much more successful than the traditional methods. The author has identified some of the most important reasons for lack of success of constructivist strategy, especially in developing countries.

Chandramma,M. (2015) conducted “A study of attitude of secondary school teachers towards teaching profession”, among 300 secondary school teachers comprising 150 male and 150 female teachers in Chittoor district of Andhra Pradesh.

The investigator found out that –

1. Teaching experience, sex, and management highly influenced the attitude of secondary school teachers towards teaching Profession.
2. Private teachers have more favourable attitude towards teaching profession when compared with government teachers.

Ishwar,S.B. (2016) conducted a research on the “Impact of frustration on teaching efficiency of school teachers”. In this study, an attempt is made to know the kinds of frustration and its impact on the teaching efficiency of the school teachers. The ages between 30 to 35 years of age comprising 30 male and 30 female teachers were selected, P.G. in school subjects and teaching that subject and a teacher with 5 years experience. The Indian adaptation of Rosenzweig Picture Frustration Test for Measuring Frustration and Teaching Efficiency Scale prepared by P.K. Srivastava were employed. The result shows that there exists no significant difference in the test

of teaching efficiency between male and female teachers on different kinds of dimension of Obstacle Dominance (O.D), Ego Defence (E.D) and need persistence (N.P.).

Rajesh, K.S. (2016) carried out a study on the “Comparative study of the teaching aptitude of fresh categories of student-teachers with those of in-service categories in relation to their personality variables”. This paper deals with the study of teaching aptitude of B. Ed teacher- trainees and in-service teachers of teachers training colleges and elementary schools at Satna district in Madhya Pradesh. The findings show that –

1. Student- teachers do not differ significantly in their teaching Aptitude.
2. Introvert male and female in-service categories teachers differ significantly in their Teaching Aptitude.
3. Ambivalent male and female fresh categories student-teachers do not differ significantly in their Teaching Aptitude.
4. Ambivalent male and female in-service categories teachers differ significantly in their Teaching Aptitude.
5. There is no significant interaction effect of sex and different types of personality factors of fresh categories student-teachers on their Teaching Aptitude.
6. There is a significant interaction effect of sex and different types of personality factors of in-service categories teachers on their Teaching Aptitude.

Ahmad & Mohd (2016) carried out “A study of teaching competency of secondary school teachers in relation to their educational qualification, stream and type of school”. A simple random technique has been used for the purpose of data collection. The sample size consists of 447 secondary school teachers of eastern U.P have been

taken for the study. General Teaching Competency Scale developed by Passi & Lalitha, which is classroom observation scale is employed for the study. To analyze and interpret the data mean, S.D and 't' test were used between the different demographic variables. The major findings revealed that –

1. Government teachers are dominating private teachers at secondary level on the basis of their teaching competency.
2. It also found out that qualification does not affect the teaching competency of secondary school teacher.
3. The science stream teachers are competent than art stream teachers.

Sunita & Mahapatra (2016) conducted a research on the “Importance of teaching competencies, personality traits, and values among B.Ed. teacher trainees”. The major findings indicated that –

1. There is a high significant positive relationship between teaching competence of a teachers and their ability to teach English language, teaching aptitude of teachers and teaching competence.
2. There is a significant difference in teaching competence between male and female teachers.
3. There is no significant relationship between teaching competency and academic qualification of teachers.

Meena,K. & Dinesh,C. (2016) conducted a study on spiritual intelligence of secondary school teachers in relation to their demographic variables on a sample of 100 secondary school teachers in Mohindergarh district, Haryana. The study found out that –

1. No significant difference between spiritual intelligence of government and private secondary school teachers.
2. No significant difference between spiritual intelligence of male and female teachers.
3. No significant difference between spiritual intelligence of rural and urban secondary school teachers.
4. No significant difference in spiritual intelligence of secondary school teachers with respect to their level of teaching experience.

Kaushal (2017) examined the “Analysis of teaching competencies of senior secondary school teachers in Haryana”, to investigate the status of competence in secondary school teachers to assess the effect of teachers’ competencies on students’ behaviour and in motivation, to determine the impact of teachers’ competencies on teaching learning process and to identify the personal and professional competencies of teachers. The sample size consists of 10 senior schools were randomly selected. The major findings reported that –

1. The senior secondary school teachers were fully equipped with personal competencies.
2. The senior secondary school teachers were aware of their dynamic personality, voice and gestures during teaching, their interest in their profession and dedication towards profession.

3. The secondary school teachers were found fully equipped with management skills and found that secondary school teachers take care of class cleanliness, they develop self confidence among students and they also take care of students sitting arrangements. The similar findings of the study conducted by Mohapatra,A.K. (2005) conducted the “Self-improvement key for an effective science teacher”, and stated that same teachers have rigid views about the make-up of a good lesson, based on their experience, their view about what is important in science, and their perspective of pupil’ learning, the author said that a teacher needs to know what is effective on day-to-day basis and what sort of teaching is likely to lead to good results and interest in science.

Mishra (2017) conducted a study on “Teaching competencies among secondary school teachers of Sikkim”, to study teaching competency among secondary school teachers in relation to gender, subjects, educational qualification and teaching experience variations. The sample size consists of 100 teachers selected from Sikkim through random sampling technique. The sample for the study had been stratified under gender, teaching subject, educational qualification and teaching experience. Normative survey method was used. Tool developed by Mohapatra (1988) was employed for collection of data. The major findings of the study revealed that –

1. There was a significant difference in teaching competencies among secondary school teachers in relation to gender and teaching experience.
2. Difference in teaching competencies among teachers teaching science and non-science subjects was not significant.
3. No significant difference was found between teachers who had B.Ed. general and B.Ed. secondary qualification.

Rajeswari & Amutha,S. (2017) carried out a study on “Teaching competence of teacher educators and attitude towards ICT”, to study about the teaching competence of teacher educators and attitude towards ICT. Normative survey method has been used. Using random sampling technique and the sample size consists of 500 teacher educators were selected. The major findings of the study indicated that-

1. The level of teaching competence of teacher educators is high and attitude towards ICT is favourable.
2. There is a significant difference in the teaching competence among teacher educators and attitude towards ICT with regard to way of handling classes.
3. There is a significant difference in the attitude towards ICT among teacher educators with regard to gender.
4. There is no significant difference in the teaching competence among teacher educators with regard gender.

Sijila, D. & Nalinilatha (2017) conducted “A study on teaching competency of secondary school teachers”, to identify the teaching competency of secondary school teachers. The investigator adopted survey method to study the teaching competency between teachers from selected government, private and aided school. The sample size consists of 300 school teachers from eight various schools which are situated in Palakkad district selected by the investigator using simple random sampling technique. The findings revealed that-

1. There is no significant difference in teaching competency among selected secondary school teachers with respect to personal variables like gender, marital status, educational qualification, type of management and teaching experience.

2. The findings of the study help to discover the teaching competency of secondary school teachers in the society.

Leonilla, M. A. C. (2017) studied “Teacher as a role-model and mentor”. A role-model is a person who inspires and encourages to strive for greatness, fullest potential and see the best in ourselves. A role-model is someone we admire and someone we aspire to be like. We learn through them, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. A role-model can be any body - a parent, a sibling, a friend but some of our most influential and like-changing role-models are teachers.

Kumar & Narayanaswamy (2018) conducted “A study of teaching competency of secondary school teachers in relation to their socio-economic status”. The sample size consists of 120 secondary school teachers were selected by simple random sampling technique. Teaching Competency Scale developed by the researcher and Socio-Economic Status Scale developed by the Kuppaswamy (1976) and revised by B.G. Prasad (2016) were used for the collection of data. The data was analyzed by computing Pearson’s Product Moment Coefficient of Correlation and independent ‘t’ test. The major findings showed that –

1. There was a significant positive relationship between teaching competency of teachers and socio-economic status.
2. Teachers having high level of SES had higher levels of teaching competency when compared with teachers having moderate and low levels of SES.
3. Teachers working in private unaided institutions had higher levels of teaching competency when compared with teachers working in private aided and government institutions.

4. Government and aided school managements should conduct in-service training programmed, orientation programmed and workshops which should focus on a need for higher levels of teaching competency.
5. There was no significant difference in Teaching Competency of secondary school male and female teachers.

Niwas (2018) carried out a study on “Teaching competency in relation with attitude towards creative teaching of B.Ed. Trainee-teachers”. The study was conducted on the sample of 264 B.Ed. trainee-teachers in various teachers training institutions. General Teaching Competency Scale developed by B.K. Passi and M.S. Lalita (1994) and Attitude scale towards creative teaching developed by R.P. Shukla (2012) were used to collect the data. The collected data were analyzed by mean, SD, ‘t’ test and correlation of Pearson-r used for the descriptive research. The findings of the study revealed that –

1. Teaching Competency and attitude towards creative teaching has difference exists in percentage of trainee-teachers.
2. A significant difference was found between the pedagogical groups in teaching competency of trainee teachers. Attitude of trainee-teachers towards creative teaching mean have significant difference exists in their gender, caste, and qualifications bases.
3. The influence of teacher training programme on attitude towards creative teaching of science stream is highest with the comparison of humanities streams trainee-teachers.
4. Positive relationship was found in teaching competency with attitude of trainee teachers towards their creative teaching.

Pachaiyappan & Sadayakumar (2018) conducted a study on “Soft skills about teaching competency of prospective teachers”. The purpose of the study is to find out the soft skills and teaching competency among prospective teachers with respect to gender, locality, year of study and type of management. Survey method was adopted to collect the study. The investigator randomly selected 315 B.Ed. student teachers studying in government, government aided and private colleges of education in Chennai. Soft Skill Inventory and Teaching Competency Scale developed by Sasipriya and Annaraja (2009) were used to collect data. For analyzing the data mean, standard deviation, ‘t’-test, F-test and Correlation test were used. The major findings of the study reported that –

1. There is no significant difference between the male and female B.Ed. student teachers with respect to their soft skills.
2. There is no significant difference between the rural and urban B.Ed. student teachers with respect to their soft skills.
3. There is a significant difference between the 1st and 2nd year B.Ed. student teachers with respect to their soft skills.
4. There is a significant difference in soft skills with respect to type of management of B.Ed. student teachers.
5. There is a significant difference between the male and female B.Ed. Student teachers with respect to their teaching competency.
6. There is a significant difference between the 1st and 2nd year B.Ed. Student teachers with respect to their teaching competency.
7. There is a significant difference in teaching competency with respect to type of management of B.Ed. student teachers.

8. There is a significant positive relationship between soft skills and teaching competency among B.Ed student - teachers.

Shivani (2019) conducted a study on “teaching competency of secondary school teachers in relation to selected variables”. The purpose of this study was to investigate the differences in the teaching competency of secondary school teachers in relation to their gender, location of school, type of school, qualifications, subject background and teaching experience. Random Sampling Technique was applied. The sample size consists of 100 teachers teaching in the 10 secondary schools of Jammu Tehsil (India). General Teaching Competency Scale (GTCS,1994) developed by Passi and Lalitha was used for the study. Mean, Standard Deviation and t-Test have been employed to analyze the data. The findings revealed that –

1. No significant differences were found in the teaching competencies of male and female teachers.
2. Significant differences have been found in the teaching competencies of secondary school teachers in relation to their location of school, type of school, subject background, qualifications and teaching experience on all the teaching skills.

Debabrata & Remith (2020) conducted a study entitled “An investigation into the teaching competency of English teachers of Tripura Board of Secondary Education”. Stratified random sampling was used for the study to measure teaching competency level of English. The descriptive statistics and inferential statistics were used to draw inference on the hypothesis. The major recommendations focused that –

1. Attention should be to each and every learner of T.B.S.E. .

2. Without discrimination based on gender, individual attention must be given to those who were poor in English.
3. English language should be used as medium of instead of vernacular (mother tongue) language.
4. English teachers should be well prepared before taking class.
5. English teaching competency can be achieved when the three phases of teaching (pre-active phase, inter-active phase and post-active phase) will have their proper coordination in terms of context-specific application.

Ratheeswari (2020) conducted a study on “Teaching competency of secondary school teachers. The sample size of 300 teachers were collected by using random sampling technique. Data collected was analyzed with the help of descriptive statistics. Rama’s Teaching Competency Scale developed by P.V.S.R. Raju is adopted in this study. The major finding of the study revealed –

1. Average level of teaching competency was found with respect to gender, area of school, medium of teaching, type of school, teaching subject and teaching experience of secondary school teachers.
2. There is no significant difference between sub samples such as gender, area of school, medium of teaching, type of school, teaching subject and teaching experience of secondary school teachers towards teaching competency.

2.3.2 Studies conducted Abroad

Choque,V. (1998) conducted a study entitled “Peoceso de transformcion del sistema de formation docente inicial in Bolivia”. The study found out that the teacher today has a number of complex roles to perform. They are like a mediator between learning and the students, a stimulator of meaningful activities which lead to learning, a

manager who organizes, coordinates and harmonizes social work among students and with community, a researcher who observes, gathers information, reflects and constantly assesses the learning process, an inter-cultural communicator, a mediator with respect to cultural differences present in the classroom and a dynamic person is person who stimulates students' participation not only in learning activities but also for taking decisions that concern education by generating a climate of understanding where different options and views are heard.

Safia (2009) conducted a study on “Competencies of secondary school teachers in Punjab in the context of classroom management”. The major purpose of this study was to evaluate the competences of secondary school teachers in Punjab in the context of classroom management. The sample size of 40 secondary school teachers were selected randomly. The results of the study indicated that –

1. Secondary school teachers came and left the classroom in time.
2. Secondary school teachers did not treat the students in a psychological way.

The reason may be due to lack of the knowledge of child's psychology.

Hamida,et.al. (2011) conducted a study on the “Impact of different factors on teaching competencies at secondary level in Pakistan”. The sample of 300 teachers were selected for the study. The survey method and questionnaires were used for the data collection. The investigators analyzed the data by using simple Mean, Standard Deviation and Percentage. The findings showed that –

1. Most families are in favour of female teacher's job.
2. Females spared the time for domestic work due to half day job.
3. Professional jealousy is everywhere and mostly affected their teaching competency.

Nadeem,et.al. (2011) conducted a study on “Teacher’s competencies and factors affecting the performance of female teachers in Bahawalpur (Southern Punjab) Pakistan”, to identify and analyze the factors affecting the performance of female teachers in urban and rural areas of Bahawalpur (Southern Punjab). Descriptive survey method was adopted for data collection. The sample size consists of 1020 students and 204 teachers of high schools/higher secondary schools. Data was analyzed by using t-test and ANOVA. The findings revealed that-

1. Open a number of options for teachers and planners to manipulate the relationship for promoting the performance of female teachers.
2. Poor socio-economic status of teachers affects the teachers’ performances.
3. Poor socio-economic condition of the area where school was situated decreases the teacher’s motivation but society gives more respect to female teachers as compare to male teachers.
4. Undue political interference also affects the teacher’s performance.
5. A positive relationship was found between most of the factors and the performance of female teachers.

Lake (2014) carried out a study entitled “Secondary school teachers' competence in educational assessment of students in Bahir Dar town’. The sample size consists of 60 secondary school teachers in Bahir Dar town. A questionnaire adapted from Plake, Impara and Fager’s (1993) was used to collect data. The questionnaire was composed of 31 multiple-choice items used to assess teachers' competence in the educational assessment of students. Descriptive statistics and ‘t’ test was used. Findings revealed that –

1. Teachers participating in this study demonstrated knowledge rated below average in the educational assessment of students. Across the seven competency areas, teachers showed low level of competency with minor differences.
2. Teachers in the non-governmental schools had a significantly higher level of competence than teachers who taught at governmental schools.

Sultan & Muhammad (2014) conducted a study on “Impact of perceived teachers' competence on students' performance: Evidence for mediating/moderating role of class environment”, to explore the impact of perceived teachers' competence on students' performance moderated by perceived class environment. The sample size consisted of 500 students (250 male & 250 female) taken from public and private schools. Teaching Competence Scale (Passi & Lalita, 2009) and Class Environment Scales (Kelly, 2010) were used for the study. The results of the study indicated that -

1. Perceived teachers' competence predicted the students' performance, but did not predict the perceived class environment.
2. There is no mediation and moderation effect of class environment on the relationship between teachers' competence and students' performance.

Analene (2015) conducted a study on the “Teaching competencies of Mathematics professors in higher education institutions (HEIs) in the province of Capiz: basis for instructional enhancement program”. The main purpose of the study is to determine the teaching competencies of Mathematics professors in Higher Education Institutions (HEIs) in the province of Capiz for the year 2013-2014. The respondents of the study were 372 students who have taken college Mathematics, 82 Mathematics professors, and 70 supervisors in HEIs in the entire province of Capiz. Questionnaire was used for

the study. Data were analyzed by using frequency counts, percentages, means, Chi-square, Spearman rho, 't' test and ANOVA. The findings of the study revealed that –

1. Most of the professors were in the middle aged, females, married, lived in urban areas and specialized in Mathematics.
2. Majority of the respondents taught Algebra, have Php28,001 to Php38,000 basic monthly salary, Associate Professor 1-V, finished master degrees with doctoral units, but did not have the chance to attend to national seminars/trainings related to Mathematics.
3. Classroom and teaching-learning condition were rated by the respondents “Adequate” and most of them were teachers of private schools.

Kavindal & Yan, Y. (2015) conducted a study of teachers' competence of two high schools in northern Rakhine (Arakan) State, Western Myanmar. The main purpose of this study was to compare the teachers' competence according to their gender, age and education background at Rathedaung high school and Jay Di Pyin high school, Northern Rakhine (Arakan) State, Western Myanmar. The collected data were analyzed by using the descriptive statistics, Frequency, Percentage, Standard deviation, Mean, and Independent Sample t-test (Two-tailed). The findings indicated that –

1. Teachers' competences at both schools were perceived as high level.
2. There was no significant difference of teachers' competence according to their age and education background at Rathedaung High School and Jay Di Pyin High School in Northern Rakhine (Arakan) State, Western Myanmar.
3. Significant differences of teachers' competence according to their gender was found in two schools.

Nicolas (2015) investigated on the teaching competencies and difficulties among contract of service faculty of a state university in Panay Island Philippines: Its implication to in-service education. The descriptive survey method was employed in this investigation. Descriptive statistics such as, mean, median, and gamma correlations was used in this study. The findings of the study revealed that –

1. Contract faculty were highly competent in terms of instructional competence and educational leadership competence.
2. Contract faculty were highly motivated to perform their daily tasks even if their status of employment were contractual.

2.4 Reviews related to Job Satisfaction

2.4.1 Studies conducted in India

Arun,K.S. & Ashish,K.S. (2002) conducted a study on “Job satisfaction as a function of extrinsic factors of job”. The study was conducted on a sample of 90 employees of different institutions among extrinsic factors of job such as age, sex, intelligence and employment of spouse were selected as independent variables. Intelligence was assessed with the help of GMAT and job satisfaction was assessed with the help of Job Satisfaction Scale. Results revealed that –

1. Age, intelligence and employment of spouse affected the level of job satisfaction experienced by the employees.
2. Sex of the employee is not a factor that makes difference in the level of job satisfaction.

The same line study was conducted by **Vroom (1964)**. In his study “Work and motivation” reported that -

3. Job satisfaction is the positive perception of an individual’s work and work role and further stated that job satisfaction is based on people’s beliefs about the

possibility of their effort will led to (expectancy) performance multiplied by the probability that performance leads to rewards (instrumental) and the value of perceived rewards (valence).

Gakhar, S.C. & Paul, V.P. (2003) examined “Job stress, job satisfaction and adjustment of physical education teachers as related to their job placement”. The study was undertaken to find the difference in the job stress, job satisfaction and adjustment among male as well as female physical education teachers working in government, public and private senior secondary schools of Chandigarh, Mohali and Panchkula. The sample comprised of 140 teachers. The results obtained through ‘f’ test revealed that –

1. Male as well as female teachers working under different management differed significantly in their job stress, job satisfaction and adjustment.
2. Public school teachers were found to have high job stress, high job satisfaction and better adjustment.

The similar study was conducted by **Chutia, M. (2013)** studied “Is job satisfaction U-shaped in age”? From the study it was found out that –

3. The satisfaction and dissatisfaction of one’s job depends upon the positive or negative evaluation of one’s own success or failure in the realization of personal goals and the perceived contribution of job to it.

Usha, P. & Sasikumar (2007) studied the “Teacher commitment and teachers’ self-concept as predictors of job satisfaction” and stated the teachers should be committed to knowledge, commitment to the nation, advancement of learning, improving the quality of education and fostering of a strong relationship between teachers and learners based on the importance of commitment, self-concept and job satisfaction in teaching profession.

Ravindrakumar.A. & Bhandari,P.N.H. (2009) carried out a study on the topic “Job satisfaction of women teachers”. Job satisfaction is a pleasurable or positive emotional reaction to a person’s job experiences in Gulbarga city. The study found that -

1. A few of women teachers were facing certain problems such as lack of coordination and cooperation in the workplace.
2. Majority of these teachers were satisfied with their work and salary.

Brajesh,K.S. & Sabita,P.P. (2009) conducted a study on the “Organizational health of elementary schools and job satisfaction of teachers”. It was found out that the quality of output of schools depends upon job satisfaction of teachers working in them as organizational health conditions prevailing in the schools. **Amarnath (1980), Darji & Dongre (1982)** have shown that organizational climate - which is one of the important dimensions of organizations affects job satisfaction of teachers. Very few studies were conducted in the country to find out the status of organizational health of elementary schools and its relation to job satisfaction of teachers. Therefore, in the study, an attempt had been made in in this regard and the result of the study throws some light on stronger as well as weaker aspects related to management of government and private schools.

Jasmine,M.S. (2010) carried out a study entitled “Attitude towards teaching profession and job satisfaction of teacher educators”. The study was designed to assess the attitude of teacher educators towards teaching profession and their job satisfaction and to find out if the expressed attitude and job satisfaction were influenced by their characteristics like gender, location of their institution, educational qualification and years of teaching experience. Standardized teacher attitude inventory and job satisfaction inventory were used for the research tools. A random sample of 100

teacher educators were selected from 15 private colleges in Madurai city. The study found out that:

1. No significant differences were found between male and female teacher educators with regard to attitude towards teaching profession and job satisfaction in the teaching profession.
2. No significant differences were found between the teacher educators belonging to urban and rural with regard to attitude towards teaching profession and job satisfaction in teaching profession.
3. No significant differences were found between the teachers educators having M.Ed and M.Phil qualifications with regard to attitude towards teaching profession in the teaching profession.
4. Number of years of teaching experience does not have influenced on the attitude towards teaching profession and job satisfaction in the teaching profession.

Shweta,A. (2012) examined the “Correlation study of teacher effectiveness and job satisfaction of higher secondary school teachers”. The study concluded that all types of government school teachers were endowed with more teacher effectiveness than all types of aided and non-aided school teachers, besides the findings revealed that government school teachers have better professional and academic knowledge and better relationship with pupils, principal and parents.

Jitendra and Jain (2013) conducted “A study of employees’ job satisfaction and its impact on their performance”. to identify the factors which influence the job satisfaction of employees. Job satisfaction represents one of the most complex areas facing today’s managers when it comes to managing their employees. Policy makers

and managers have turned their attention to provide different kinds of facilities to their employees in order to satisfy their employees. A good work environment and good work conditions can increase employee job satisfaction and the employees will try to give their best which can increase the employee work performance.

Mishra (2013) studied on 'Job satisfaction'. Job satisfaction in a narrow sense means attitudes related to the job. It is concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, social relation of the job, prompt settlement of grievances, fair treatment of employer and other similar items. Job satisfaction is related to different socio-economic and personal factors such as age, sex, incentives, working environment, education, duration of work etc. **Chutia, M. (2013)** also found out from the study entitled "Is job satisfaction U-shaped in age"? Indicated that the satisfaction and dissatisfaction of one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and the perceived contribution of job to it.

Meena, K. (2014) carried out a study on "Job satisfaction of female teachers working in junior colleges". It was found that among the many factors that influence the quality of education, the quality and competence of the teachers are the most important. A teacher who does not have job satisfaction cannot achieve the desired results. Such a teacher cannot be an effective teacher. The sample of 200 female teachers of aided and unaided arts and science junior college and 100 teachers (50 Arts + 50 Science) working in unaided Junior Colleges were selected. The findings revealed that-

1. There exists a significant difference between the job satisfaction of aided and unaided school female teachers and also between Arts and Science Junior Colleges female teachers.

2. There exists a significant difference between arts and science junior colleges female teachers.

Ram,B.D. (2014) conducted a study on the “Job satisfaction among teacher educators in Telangana region of Andhra Pradesh”, to examine the job satisfaction in relation to gender, age, marital status, teaching experience and management of the institution. Significant findings indicated that maximum number of teacher educators 348 (10%) have a low degree. 11 (2.75%) have an average degree of job satisfaction and none of the respondent fell under good category. However, one teacher educator had a very good job satisfaction. The study also found out that there was no significant difference based on gender, age, marital status, experience and management. The similar findings of **Jyoti Sidan & Gurinder Kaur (2010)** conducted a study on “Job satisfaction-A challenging area of research in education”. Averting that ensuring job satisfaction over the long term requires careful planning and effort both by employers and employees, the authors assert that creating a good blend of factors that contribute to a stimulating, challenging, supportive and rewarding work environment is vital.

Rokade,M.K. (2014) conducted “A study of job satisfaction of female teachers working in junior colleges”. The study found out that among the many factors that influence the quality of education, the quality and competence of the teachers are the most important. Hence, nothing can be as important as providing the teachers with the best professional preparation and creating satisfactory conditions of work. A teacher who does not have job satisfaction cannot achieve the desirable results. Such a teacher cannot be an effective teacher. The aim of the present investigation was to study the job satisfaction of female teachers of aided and unaided arts and science junior colleges. Samples of 200 female teachers were selected randomly from Amravati District of Maharashtra state. 100 teachers (50 Arts +50 Science) working in aided

junior colleges and 100 teachers (50 Arts+50 Science) working in unaided junior colleges were selected. For the study, data was gathered through descriptive survey method. Job Satisfaction Scale (JSS) developed by Dr. Amarsingh and Dr. T.R. Sharma was used as a tool for data collection. The findings revealed that there was a significant difference between the job satisfaction of aided and unaided and also arts and science junior colleges female teachers.

Chandra, R. (2015) carried out a study on “Job satisfaction among secondary school teachers”. The purpose of this study is to analyze the job satisfaction among secondary school teachers in relation to their gender, seniority and school management. The descriptive research study has been used. The sample size of 200 teachers were selected from 10 government secondary schools and 10 private secondary schools of Vijayawada city by using means, S.D and ‘t’ test. The major finding of the study revealed that-

1. No significant differences were found between the job satisfaction of male and female teachers of secondary schools.
2. Secondary school senior teachers have more job satisfaction than junior teachers.
3. Government secondary school teachers were satisfied with regard to their job as compared to private secondary school teachers.

Kumar (2015) carried out a study on the topic “Job satisfaction of higher secondary school teachers at Trichy”. The main objective of the investigation is to find out the job satisfaction of high school teachers and to find out the influence of background variables such as gender, experience, salary etc. The sample size consists of 273 teachers, 118 respondents were males and 115 were females randomly selected. The

study found out that there was no significant difference in the job satisfaction of schools with respect to the locality and age has no bearing on the level of job satisfaction of higher secondary school teachers.

Kumar (2015) conducted a study on “Job satisfaction among female teachers: A comparative study”. The study tried to compare the job satisfaction of female teachers between private and government schools regarding the facilities provided them and find out the factors which affect the job satisfaction. The sample size consists of 200 respondents has been collected from various private schools and government schools. A self-structured questionnaire has been used for data collection. The major finding of the study revealed that significant differences were found in the satisfaction level of female teachers in relation to facilities provided by government and private schools.

Sashikanta & Subhodip (2015) carried out “A study on job satisfaction and performance of management-Guru’s of management colleges with reference to Odisha”. In this research study, convenient sampling technique was used and data were collected from 100 teaching staffs. Statistical technique like chi-square test of association and multiple regression analysis are used for data analysis. The study revealed that significant difference was found in the level of job satisfaction among management of college teachers.

Vinitkumar (2015) conducted a study on “Job satisfaction of secondary school teachers ”. on a sample of 120 teachers. Findings revealed that self-financed schools were more satisfied in job and science stream teachers enjoy more job satisfaction than that of arts streams. No significant difference was found on the basis of experience of the teachers.

Anandahalli,G (2015) conducted a study entitled “Job satisfaction among the LIS Professionals in Gulbarga and Yadgiri Districts of Karnataka”. The study revealed that Library Information Science (LIS) professionals are the most important group of professionals for our nation’s future. Unfortunately, it is surprising to know that even today many of the library professionals are dissatisfied with their job. With the changing circumstances it is high time to know the level of job satisfaction among the library professionals for the progress of the LIS profession in general and society in particular. Library professionals. When librarians are satisfied with their job they can perform their responsibilities with more dedication and devotion. Hence. The study was undertaken to identify the Yadgiri districts of Karnataka. The survey method of research was adopted for the study and the well-structured questionnaire was administered for collection of data from the respondents. 150 library professionals were selected from the Government, Aided and private Degree Colleges from two districts of northern part of Karnataka region. Research results depicted that among the surveyed LIS professionals, female librarians were more satisfied with their job than male librarians. Further. It was found that qualification, mode of education, length of the service, pay scale and type of college were most influencing factors for job satisfaction.

Esther,L. & Fanai, L. (2016) carried out a study on the “Level of job satisfaction among deficit secondary school teachers in Mizoram”, among 66 secondary school teachers randomly selected from the deficit schools by using Job Satisfaction Scale (JSS) prepared by Meera Dixit (Lucknow). The study found out that most of the teachers have extremely high satisfaction and high aspect of the job.

Rajesh,et.al. (2016) examined the “Job satisfaction among secondary school teachers: A study in Hooghly District of West Bengal”. The overall level of job satisfactions of secondary school teachers had been analyzed with regard to their stream of teaching, education level, marital status and age. The sample size consists of 140 teachers from Hooghly district which was drawn on the basis of convenient sampling technique. Data were collected by using Job Satisfaction Survey developed by Paul E. Spector (1994) and adopted in Bengali by Mohakud and Parui in 2015. Collected data were analyzed by using the statistics-Mean, Standard Deviation (SD) and Percentage Test and ANOVA. Majority of the research revealed that 37.1% teachers were satisfied, 52.9% teachers were on the middle and 10.0% teachers were dissatisfied with their job. The study reported that-

1. No significant differences in the level of job satisfactions were found among teachers with regard to their education level, marital status and age.
2. Significant differences were found between arts and science stream secondary school teachers due to their job satisfaction.

Eva,V.,et al. (2016) carried out a study on the topic “Do teachers leave the profession or move to another school when they don’t fit ?” Teacher turnover is an international issue of continuing concern in education. Teachers fit within the school in the context of turnover intention is still an emerging field of research, Building on the unfolding model of voluntary turnover, the moderating role of teachers’ perceived employability on job satisfaction turnover intention relationship using survey data from 997 teachers across 74 schools, conducted moderate mediation analysis. The findings revealed that depending on the specific dimension of turnover (i.e. intention to leave the professional or intention to move to another school) while p-o fit is directly related to the intention to move to another school, no evidence was found for a direct relation between p-o fit

and the intention to leave the profession. Moreover, the results showed that the relation between p-o fit and the intention to leave/intention to move is mediated by job satisfaction. Yet, only for intention to leave, a small but significant moderating effect of perceived employability was found. The findings provide insight into the psychological processes of teachers wanting to leave the teaching profession or move to another school.

Rokade, M.K. (2014) conducted a study on the title “Job satisfaction as a function of academic leadership”. The study aimed at finding some personal characteristics which are in any way related to administrative effectiveness of college principals. Personality needs, Job satisfaction, locus of control, morale, administrative style and self- concept are some characteristics which have been isolated to correlate them with administrative effectiveness of college principals. This fact finding and quasi-ex-post facto research is likely to reveal those personality characteristics which are needed for an effective college principal and if such characteristics are not there they can be developed by proper training and orientation. Thus, this research can benefit both types of agencies to take decisions and hence provide in-service training to staff members.

Amit, K. & Puii (2017) conducted a study on “Job satisfaction of higher secondary school teachers: A case study of Aizawl”. The study mainly emphasized on the work environment and its effects on teachers’ job satisfaction at Baptist Higher Secondary School (BHSS) Serkawn, Lunglei. The study used descriptive survey research design. The sample size of 50 teachers were selected. The study found that while understanding good work environments, the most important factors need to concentrate in the factors like motivational factors, socio-economic factors, health factors, Job and personal security. Employees tend to give more when they are totally satisfied with their jobs.

Lal,K. & Muthamizhselvan (2017) conducted a study on “Job satisfaction of school teachers in Vellore district”. The sample size consisted of 300 samples - 112 from primary teachers, 124 secondary teachers and 64 from higher secondary teachers from the government and government aided schools. The findings of the study indicated that school teachers from all the samples such as gender, location of school, pattern of school, type of management, level of teaching, teaching experience and marital status do not differ significantly in job satisfaction.

Kulandai,T.V.T. & Babu,R. (2017) carried out “A correlative study of teacher-educators’ job satisfaction and occupational stress with respect to selected variables”, to investigate the significant difference between job satisfaction and occupational stress among teacher-educators. It also examined the relationship between the job satisfaction and occupational stress of the teacher-educators. The study was conducted on a random sample of 450 teacher-educators in Pudukkottai, Thanjavur and Thiruvarur districts in Tamil Nadu state. The tools used in the study were the job satisfaction scale and occupational stress scale constructed by the investigator. The study revealed that positive and significant relationship between job satisfaction and occupational stress.

Vasuki,N. & Chiramel,V.T. (2017) carried out a study on the “Teacher commitment and family adjustment of married female school”. The study revealed that teacher is the pivot of any school system. In the educational process a good committed teacher occupies a place of tremendous importance. The committed teacher can inculcate values, nurture and help students to internalize values. Thus, it is the commit of teachers that can make the Indian education systems survive. Family adjustment of teacher could be one of the factors which provide an inspiration and strength to the teacher to be committed. If a teacher is fully committed, she should have a successful

adjustment in her family. Hence, the author studied the teacher commitment and family adjustment of married female school teachers in Palakkad District. The study examined the teacher commitment and family adjustment of married female school teachers of Kerala in Palakkad District. Sample of the study selected by random sampling technique constituted 410 female school - teachers. Significant findings include:

1. There is significant difference between family adjustment and the personal variables such as type of management and monthly salary.
2. There is no significant difference in teacher commitment with respect to the selected personal variables like qualification, monthly salary, type of management and family type.
3. There is also significant difference in teachers' family adjustment with respect to monthly salary and type of family.
4. Family Adjustment significantly related to teacher commitment to components of basic human values.
5. There is no significant relationship between teacher commitment and family adjustment with respect to the whole sample.

Marieke, T. & Perry, D.B. (2017) conducted a study on “Learning outcomes of teacher professional development activities: A meta-study”. The literature review explored a variety of peer teacher professional development activities, conceptually divided into coaching, collaborating, and assessing activities examined which learning outcomes could be achieved through participating in such activities by means of meta-study approach. The findings indicated that outcomes were achieved in terms of teacher knowledge, teacher skills, and student learning, At the same time, many studies had methodological weaknesses, many self-report and self-constructed instruments

hardly based on theory were applied. Based on the findings, they urged for more rigorous studies that can move the field forward.

Mondal & Birbal (2018) conducted a study on “Job satisfaction of school teachers: A critical review” The study found out that job satisfaction not only depends on psychological factors such as emotional intelligence, personality, self-efficacy, self-concept, self-esteem, locus of control, social intelligence, motivation, creativity and many others variables but also on demographic factors such as gender, residence, type of school, fringe benefits, teaching experience, teacher effectiveness, commitments etc. The study also provides relevant information to the employers, policy makers, school administrators and other stake-holders regarding job satisfaction of teachers.

Nigama,et.al. (2018) carried out a study to investigated the job satisfaction among school teachers. The sample size consists of 100 teachers and 50 respondents from the private school and 50 from the government school participated for the study. The finding of the study revealed that there is no significant difference in their level of satisfaction irrespective of gender.

Sandhya & Mishra (2018) investigate “Job satisfaction among secondary school teachers: A study”. The study tried to compare the job satisfaction of school teachers in respect to their sex, locality and experience. The study was conducted by using a quantitative survey research design. The Teacher’s Job Satisfaction Questionnaire (TJQ) was used to assess job satisfaction of secondary school teachers. The sample size consists of 600 secondary school teachers. The findings of the study revealed that no significant differences were found in gender, locality and experiences in job satisfaction among secondary school teachers.

Chopra & Amar (2019) carried out a study on the “Analysis of influencing factors of job satisfaction of teachers in higher education sector in Madhya Pradesh and Delhi, NCR”, to investigate the level of job satisfaction among the faculties of private and government higher education. The Job Satisfaction Scale may have few different parameters on the basis of demographic variances. The finding of the study revealed that-

1. Significant differences were found in the level of satisfaction among government and private colleges.
2. High level of job satisfaction was found in government colleges comparing to private colleges in job satisfaction.

Sharma (2019) conducted a study on the “Job satisfaction and professional commitment of teacher educators: An empirical study”. The study was designed to explore the level of the job satisfaction and professional commitment of teacher educators and also to see the relationship between teacher educators’ job satisfaction and professional commitment. It also explored the impact of marital status, teaching experience and stream on job satisfaction and professional commitment of teacher educators. The sample of the study comprised of 100 teacher educators drawn through proportionate random sampling from 25 colleges of education. The data was collected through ‘Scale for Job Satisfaction of Teacher Educators’ constructed and standardized by Y.Mudgil, I.S.Mubar and P.Bhatia and ‘Scale for Professional Commitment of Teacher Educators’ constructed and standardized. Statistical measures of mean, S.D., C.R., and Pearson’s Product Moment Correlation were employed to analyze the data. The major findings of the study revealed that -

1. More than 60 percentage of the teacher educators showed average and below average level of job satisfaction.
2. 50 percentage of the teacher educators possessed average and less than average level of professional commitment.
3. Unmarried teacher educators have significantly higher level of job satisfaction and professional commitment.
4. No significant differences have been found in the job satisfaction and the professional commitment of teacher educators on the basis of teaching experience and stream (science and arts).
5. Positive and significant relationship was found between job satisfaction and professional commitment of teacher educators.

2.4.2 Studies conducted Abroad

Locke (1976) conducted a study entitled “The nature and causes of job satisfaction”. The study found out that delightful or positive emotional state arising from the attitude of one’s job experiences. When a person has interested in a particular job, he or she has job satisfaction. Therefore, job satisfaction or dissatisfaction is a function of perceived relationship with job and mental state of employee.

Hsiao & Kohnke (1998) conducted a study on “Assessment of university food-service employee job satisfaction and strategy formulation for managerial practitioners”. The study found out that employees who have control of their work and decision making power in the organization reports more job satisfaction.

Azeem (2010) carried out a study on the “Job satisfaction and organizational commitment among employees in the sultanate of Oman”. The study examined the nature of relationships of demographic factors (age and job tenure) and job satisfaction

facets with organizational commitment. The study also sought to determine the impact of demographic factors and job satisfaction facets on organizational commitment. The sample size consists of 128 employees from service industry selected randomly. Employees were given a Job Descriptive Index (JDI) questionnaire and the Organizational Commitment questionnaire (OCQ). Pearson's Product Moment Correlation Coefficient and Multiple Regression analyses were used to analyze the data. The major findings of the study show that –

1. Mean values of job satisfaction and organizational commitment are at moderate side.
2. Moderate significant positive relationship was found among job satisfaction facets, demographic factors, and organizational commitment. Supervision, pay, overall job satisfaction, age, and job tenure were the significant predictors of organizational commitment.

Findings of the study suggested that organizations should consider some factors that have been identified to have strong impact on organizational commitment and incorporate them in employees' development programs to improve their attitude in the workplace.

Shafqat,et.al. (2010) conducted a comparative study of job satisfaction in public and private school teachers at secondary level. The sample size of 150 public and private school teachers were conveniently selected. Data analysis was conducted through 't'test and ANOVA. The major findings of the study showed that-

1. No significant differences were found between teacher's job satisfaction in public and private schools.

2. Majority of the teachers of public and private school agreed that they were satisfied with their jobs.

Aziri (2011) conducted a study on “Job satisfaction: A literature review”. Job satisfaction represents one of the most complex areas facing today’s managers when it comes to managing their employees. Many studies have shown that motivation of workers is one of a great factors in job satisfaction.

Mahmood,et.al. (2011) investigated the “Job satisfaction of secondary school teachers: A comparative analysis of gender, urban and rural schools”. Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their works. It refers to a collection of attitudes that workers have about their job. Descriptive survey method was applied for the collection of data among 785 teachers selected from all public high schools (192) in one district. The major findings indicated that-

1. Teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions.
2. Female teachers were more satisfied than their male counterparts.
3. There was no significant difference between urban and rural teachers in job satisfaction. The data clearly indicated that teachers have less satisfaction from advancement, compensation, supervision human-relation, and working conditions. Therefore, government need to take more interest in advancement, compensation, supervision human-relation and working conditions than other factors.

Rajendran & Veerasekaran (2013) conducted “A study of job satisfaction of secondary school teachers”. The sample size of 200 secondary school teachers were taken randomly. Minnesota Satisfaction Questionnaire (MSQ) was used for the collection of the data. The major findings revealed that –

1. The secondary school teachers were slightly satisfied with the basic eight dimensions a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. There was a significant difference of job satisfaction between male and female secondary school teachers.
2. No significant differences were found between job satisfaction of urban and rural teachers.

Nirmala & Letoane (2015) carried out a research on “Job and career satisfaction in higher education institutions: A case study of university “A” in South Africa”. The quantitative approach was employed for the study. The findings of this research suggested that –

1. Career advancement is one of the main determining factor which leads to job and career dissatisfaction.
2. Even though a high majority of the participants agreed that they have a clear set of goals and aims to enable them to do their job, the findings indicated that employees were not satisfied with the training they had undergone.

Hanaysha (2016) carried out a study on the “Determinants of job satisfaction in higher education sector: empirical insights from Malaysia”. The study examined the impact of four factors namely employee engagement, employee motivation, work environment, and organizational learning on job satisfaction in higher education

sector. The data were collected by using a survey instrument from 242 employees of public universities in northern area of Malaysia. The collected data was analyzed using SPSS and structural equation modeling. The major findings of the study indicated that

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1. Employee engagement has significant positive effect on job satisfaction.
2. Employee motivation has significant positive effect on job satisfaction.
3. Work environment and organizational learning have significant positive effects on job satisfaction.

These results provide useful insights for the management in higher educational institutions and suggest that the selected human resource factors are very important for improving job satisfaction.

Safina,et.al. (2016) conducted a study to “Analyze and compare gender based study on job satisfaction among higher secondary school heads in Khyber Pakhtunkhwa, (Pakistan)”. The sample size consists of 108 higher secondary school heads from eleven districts in which 66 were male and 42 were female. The study used descriptive quantitative and survey research design. A modified version of standardized tool “Minnesota Satisfaction Questionnaire (MSQ)” was used for data collection. The findings of the study showed that –

1. Higher secondary school heads were found satisfied intrinsically and extrinsically with their job.
2. No significant differences were found between male and female higher secondary school heads’ satisfaction with regard to intrinsic and extrinsic dimensions of their job satisfaction.

Nyamubi (2017) investigated the “Determinants of secondary school teachers’ job satisfaction in Tanzania”. The study used focus group discussion as a tool for data collection. Results show that teachers were satisfied by both monetary and non-monetary incentives in terms of community support. The study found out that teachers’ friendship and cooperation with co-workers and students as well as the respect of community members also enhanced their satisfaction in teaching.

Styliani (2017) conducted a study on “Job satisfaction among Greek secondary teachers and the role of school”. The aim of this study was to investigate the level of job satisfaction concerning school principals’ performance, impact and managerial abilities. The sample size consists of 139 secondary public school teachers. The findings of the study revealed that –

1. Gender did not affect their level of job satisfaction concerning the first three variables
2. Age and marital status made significant difference in terms of their satisfaction concerning principals’ impact on teachers’ personal development.
3. No significant relationship was found in age and marital status.

Suleman & Hussain (2018) carried out a study on the “Job satisfaction among secondary school heads: A gender based-comparative study”, to examine and compare the job satisfaction of male and female secondary-school heads in Khyber Pakhtunkhwa, Pakistan. A total sample of 402 secondary-school heads in which 260 were males and 142 females were selected through multistage sampling technique. Descriptive and quantitative research design was used. A standardized tool i.e., “Minnesota Satisfaction Questionnaire” (MSQ)) was used for data collection. The major findings of the study revealed that -

1. Secondary-school heads were found dissatisfied with ability utilization, advancement, education policies and practices, creativity, compensation, supervision (HR), supervision (technical), and working conditions.
2. There was no significant difference between the job satisfaction of male and female secondary-school heads with respect to overall intrinsic as well as extrinsic factors.

Hee, et. al. (2019) conducted a study on “Factors influencing job satisfaction in the higher learning institutions in Malaysia”, to analyze the importance of job satisfaction in the higher learning institutions in Malaysia and identified the factors that influenced job satisfaction. Herzberg Two-factor Theory was used to determine the relationship of hygiene and motivation for job satisfaction. The study found out that employee’s job satisfaction is vital in the higher education to attain high quality of education.

Slavic & Avakumovic (2019) carried out a study on “Job satisfaction of employees in the higher education”. The study found out that the main cause of employee’s satisfaction was due to the capability of human resource management techniques which increases the job satisfaction of employees in higher education.

Stergios, et. al (2019) carried out “A study of teacher job satisfaction, job satisfaction in the field of education”, to examine the employment relationship, service area, marital status on a sample of 208 school teachers. Teacher’s Satisfaction Inventory (TSI) questionnaire for Golia and Kustelliou (2014) was employed. The survey revealed that the employment relationship, service area, marital status and years in the particular school unit had different effects on the dimensions of job satisfaction.

Adam & Radoslaw (2020) conducted a study on the “Job satisfaction and problems among academic staff in higher education”, to assess the level of satisfaction with

scientific work among researchers and to identify the factors that influenced its level. The sample size consisted of 763 academics from Poland by employing simple random sampling technique. The study indicated that:

1. The level of satisfaction depends on employment conditions and the level of satisfaction from work is closely correlated with the scientific opportunities of the researchers.
2. No relationship was found in administrative work and their scientific achievements.

Toropova,et.al. (2020) conducted a study on “The relations between teacher’s job satisfaction, school working conditions and teacher characteristics for eighth grade mathematics teachers”, in Sweden by using TIMSS 2015 (Trends in International Mathematics and Science Study) for collection of data. The study revealed that-

1. Significant relationship was found between school working conditions and teacher job satisfaction.
2. Female teachers have more exposure to professional development and more efficacious teachers tended to have higher levels of job satisfaction.

2.5 Relevance of the Present Research with reference to Literature Reviewed

On the basis of one hundred and fifty-nine (159) reviews of related literature consisting of spiritual intelligence, forty-four (44) reviews conducted in India and nine (9) reviews conducted abroad; in teaching competency, forty-seven (47) reviews conducted in India and nine (9) reviews conducted outside India and in job satisfaction, thirty-two (32) reviews conducted in India and eighteen (18) reviews conducted abroad, many studies had been done separately on spiritual intelligence, teaching competency and job satisfaction within and outside India, but, the relationship of these

three variables among higher secondary school teachers in Mizoram have not been yet taken.

Therefore, the present study will be very useful for enhancing of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

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Chapter - III

METHODOLOGY

3.1 Research Approach

Research methodology is a procedure to solve the research problem as what has been identified, in what way, what particular data have been collected, how to analyze the data and what statistical methods are involved and how to apply them in a particular research. A researcher must be fully equipped with all these necessary requirements in conducting the study.

The present study is a descriptive survey method in nature. A descriptive study describes and interprets the present status of what is, recording, describing, analyzing and interpreting the conditions that already exist. The study aims to investigate the level of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram. It also attempts to establish the level of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers, it also tries to compare as well as to relate the spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram with reference to type of management, gender and stream of study. The study is also concerned with testing the hypotheses for arriving generalizations.

3.2 Population of the Study

The population of the study consisted of all the teachers working in government and private higher secondary schools in Mizoram. At present, there are twenty (20) government higher secondary schools and one hundred nineteen (119) private higher secondary schools in Mizoram. There are four hundred seventy-one (471) government

higher secondary school teachers in Mizoram, out of which there are two hundred thirteen (213) male teachers and two hundred fifty-eight (258) female teachers working under Government Higher secondary schools in Mizoram. There are seven hundred and eight-two (782) private higher secondary school teachers in Mizoram, out of which four hundred forty-nine (449) are male teachers and three hundred thirty-three (333) are female teachers working under private higher secondary schools in Mizoram. (Annual Publication (2017-2018), Statistical Cell, Directorate of School Education Mizoram, Aizawl).

3.3 Sample of the Study

The sample selected should be the representation of a larger population for a research study to arrive at a general conclusion.

For the present study, stratified random sampling has been used to obtain a sample that best represents the entire population being studied. When sub-populations vary considerably, it is advantageous to sample each sub-population (statum independently). In Mizoram, since there are no separate higher secondary schools for different streams of study viz. arts stream, science stream and commerce stream, each school has two or more combinations of streams of study. Therefore, the schools from where the sample selected were considered as schools for arts stream, schools for science stream and schools for commerce stream in the tabulation of the overall distribution of sample of higher secondary school teachers in Mizoram as shown in figure 3.1.

Stratified random sampling was done on a sample of six hundred (600) higher secondary school teachers from the three districts of Mizoram, viz. Aizawl district, Lunglei district and Champhai district. Out of the total sample of six hundred (600)

higher secondary school teachers, three hundred (300) teachers from government higher secondary schools and three hundred (300) teachers from private higher secondary school teachers were selected. Out of six hundred (600) respondents, three hundred ten (310) male higher secondary school teachers and two hundred ninety (290) female higher secondary school teachers had participated.

From the arts stream, out of three hundred six (306) higher secondary school teachers, one hundred forty-five (145) male and one hundred sixty-one (161) female higher secondary school teachers were selected for the study.

From the science stream, two hundred five (205) teachers consisting of one hundred eleven (111) male teachers and ninety-four (94) female teachers of higher secondary schools had participated.

From the commerce stream, eighty-nine (89) including fifty-four (54) male and thirty-five (35) female higher secondary school teachers in Mizoram had participated.

The distribution of samples selected for the present study are given in the following table 3.1, table 3.2, table 3.3.

Table: 3.1

Overall distribution of sample of higher secondary school teachers in Mizoram

District	Streams	Management of schools	Number of schools	Gender	Numbers of teachers	Total
AIZAWL	Arts	Government	9	Male	60	151
				Female	91	
		Private	11	Male	41	75
				Female	34	
	Science	Government	8	Male	41	72
				Female	31	
		Private	13	Male	53	95
				Female	42	
	Commerce	Government	3	Male	16	20
				Female	4	
		Private	12	Male	30	51
				Female	21	
LUNGLEI	Arts	Government	2	Male	9	19
				Female	10	
		Private	9	Male	20	36
				Female	16	
	Science	Government	1	Male	6	14
				Female	8	
		Private	9	Male	5	10
				Female	5	
	Commerce	Government	1	Male	4	4
				Female	-	
		Private	6	Male	1	7
				Female	6	
CHAMPHAI	Arts	Government	1	Male	3	8
				Female	5	
		Private	3	Male	12	17
				Female	5	
	Science	Government	1	Male	3	7
				Female	4	
		Private	3	Male	3	7
				Female	4	
	Commerce	Government	1	Male	2	5
				Female	3	
		Private	1	Male	1	2
				Female	1	
Total						600

Table: 3.2

*Distribution of sample of government higher secondary school teachers in Mizoram
(stream wise distribution)*

S/N	Name of Schools	Stream of study	Gender		Total No. of Teachers
			Female	Male	
1.	Govt. Central Higher Secondary School	Arts	9	7	16
		Science	1	1	2
2.	Govt. Chaltlang Higher Secondary School	Arts	11	9	20
		Science	4	6	10
3.	Govt. Gandhi Memorial Higher Secondary School	Arts	5	3	8
		Science	4	3	7
		Commerce	3	4	7
4.	Govt. JL Higher Secondary School	Arts	7	9	16
5.	Govt. KM Higher Secondary School	Arts	16	6	22
		Science	9	5	14
6.	Govt. Leitlangpui Higher Secondary School	Arts	5	2	7
7.	Govt. Lunglei Higher Secondary School	Arts	5	7	12
		Science	8	6	14
		Commerce	2	4	6
8.	Govt. Mamawii Higher Secondary School	Arts	7	5	12
		Science	2	2	4
9.	Govt. MICE Higher Secondary School	Arts	9	7	16
		Science	3	8	11
10.	Govt. Mizo Higher Secondary School	Arts	16	6	22
		Science	2	11	13
		Commerce	2	8	10
11.	Govt. Republic Higher Secondary School	Arts	7	8	15
		Science	5	4	9
		Commerce	2	4	6
12.	Govt. Zemabawk Higher Secondary School	Arts	7	5	12
		Science	5	4	9
13.	Total		156	144	300

Table: 3.3

*Distribution of sample of private higher secondary school teachers in Mizoram
(stream wise distribution)*

S/N	Name of Schools	Stream of Study	Gender		Total No. of Teachers
			Female	Male	
1.	Boston Higher Secondary School	Arts	3	1	4
		Science	2	2	4
2.	Durtlang Higher Secondary School	Science	3	-	3
3	Greenland Higher secondary School	Arts	7	4	11
		Science	4	6	10
		Commerce	2	3	5
4	Highlander Higher Secondary School	Arts	4	1	5
		Science	2	2	4
		Commerce	-	3	3
5	Home Mission Higher Secondary School	Arts	4	11	15
		Science	5	14	19
		Commerce	1	4	5
6	L.R . Higher Secondary School	Arts	-	4	4
		Commerce	2	2	4
7	Mount Carmel Higher Secondary School	Science	8	3	11
		Commerce	2	3	5
8	Modern Higher Secondary School	Commerce	3	5	8
9	Oikos Higher Secondary School	Arts	2	2	4
		Science	2	4	6
		Commerce	4	2	6
10	Providence Higher Secondary School	Arts	3	4	7
		Commerce	3	1	4
11	Stains Memorial Higher Secondary School	Arts	2	6	8
		Science	2	3	5
		Commerce	4	1	5
12	Springfield Higher Secondary School	Arts	4		4
		Science	1	5	6
13	St. Joseph Higher Secondary School	Arts	4	5	9
		Science	2	7	9
		Commerce	2	5	7
14	St. Thomas Higher Secondary School	Arts	1	3	4
		Science	3	1	4
		Commerce	2	1	3
15	Bazar Veng Higher Secondary School	Arts	2	2	4
		Science	1	1	2
		Commerce	1	-	1
16	Baptist Higher Secondary School	Science	1	2	3
		Commerce	1	2	3
17	Christian Education Centre (CEC) School	Arts	1	3	4
18	D&D Higher Secondary School	Arts	-	4	4
		Science	1	1	2
19	Eklavya Model Residential School	Arts	2	1	3
		Science	2	1	3

		Commerce	1	-	1
20	Silver Mount School	Arts	5	2	7
		Science	1	2	3
		Commerce	1	-	1
21	Solomon's Higher Secondary School	Arts	3	2	5
		Commerce	1	-	1
22	Stairway Higher Academy	Arts	-	3	3
		Science	2	1	3
		Commerce	1	1	2
23	Zakhuma Memorial School	Arts	2	1	3
24	Zotlang Higher Secondary School	Arts	1	2	3
		Science	1	-	1
		Commerce	1	1	2
25	Champhai Higher Secondary School	Arts	1	4	5
		Science	2	-	2
		Commerce	1	1	2
26	Champhai South Higher Secondary School	Arts	1	4	5
		Science	-	1	1
27	Einstein Higher Secondary School	Arts	3	4	7
		Science	2	2	4
28	Total		134	166	300

3.4 Tools and Techniques Used:

A tool employs unique ways of setting out and quantifying the data and is specifically appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used. The following tools were employed for the present study:

- Spiritual Intelligence Scale developed by Santosh Dhar & Upinder Dhar (2010).
- Teaching Competency Scale developed by the investigator.
- Job Satisfaction Scale developed by Meera Dixit (1993).

3.4.1 Spiritual Intelligence Scale

In order to find out the level of Spiritual Intelligence of higher secondary school teachers in Mizoram, Spiritual Intelligence Scale developed by Santosh Dhar & Upinder Dhar (2010) Spiritual Intelligence Scale (SIS-DD) (English Version) is employed for the study. This scale consists of fifty-three (53) items

covering 6 dimensions viz. benevolence, modesty, conviction, compassion-magnanimity, optimism-

Reliability

The reliability of the scale was determined by the split-half method corrected for full length by applying Spearman-Brown prophecy formula on the data collected from the sample of 323 subjects. The reliability coefficient was found to be 0.98.

Validity

Besides face validity, as all items of the scale were related to spiritual intelligence, the scale has high content validity. In order to determine validity from the coefficient of reliability (Garrett,1981). The reliability index was computed. The index of reliability measures the dependability of test scores by showing how well obtained scores agree with their theoretically true values. The index of reliability gives the maximum correlation which the given test is capable of yielding in its present form. The highest correlation which can be obtained between a test and second measure is between the test scores and their corresponding true scores. The later has indicated high validity on account of being 0.99.

Table 3.4

Interpretation scores of Spiritual Intelligence

Scores	Interpretations
245 – 265	Very High
224 – 244	High
203 – 223	Average
182 – 202	Low
161 – 181	Very Low

Scoring

The mode of response to each of the item of the scale contains five responses viz. strongly agree, agree, not sure, disagree, strongly disagree. For scoring, 5, 4, 3, 2, 1 is provided for responses of each item respectively.

3.4.2 Teaching Competency Scale

In order to find out the level of Teaching Competency of higher secondary school teachers in Mizoram, Teaching Competency Scale was developed by the investigator. It covers 6 dimensions as follows:

- 1) Teaching skills- Every profession demands certain specific skills and competence on the part of its practitioners. Similarly, teaching skills is a set of skills to put theoretical knowledge into practice. Teaching skill is the ability and a set of skills to strictly overt behaviours of the teacher (verbal and non-verbal) that can be detected, measured and improved.
- 2) Emotional Competencies- Emotional competencies are a group of generic skills that can be applied to many types of emotion-related skills. It is the

ability to identify and discriminate between positive and negative emotions at the right time, right place and right situation.

- 3) **Psycho-social Skill-** Psycho-social skills refers to an individual's personal and social relationships with the environment. It involves maintaining a positive outlook, enriching the lives of others and the ability to meet the demands of life.
- 4) **Academic Performance-** Academic performance of teacher refers to teacher's academic self-efficacy and performance self-efficacy in milieu to their teaching profession. Here, academic performance of teachers refers to their personal and professional growth in knowledge, skills, and dispositions.
- 5) **Leadership Quality-** Leadership qualities of teachers are to serve as mentors, a key metaphor, and facilitators in myriad ways. Strive for pedagogical excellence by showing genuine interest in students' needs and well-being. Teacher who is a good leader shall strive for pedagogical excellence by showing genuine interest in students' needs and psycho-social well-being.
- 6) **Personality-** Personality defines who we are and how we interact with others. Our behaviour reflects our personality and informs how different we are from others. Personality of a teacher is predominant in educational institutions as they are the key reflective practitioner for students.

The scale contains 32 items. Each item is in the form of five options of Likert type five points rating scale. Each item has 5 response alternatives: strongly agree, agree, not sure, disagree, strongly disagree respectively.

Table 3.5

Number of test items distributed over different dimensions

S/N	Dimensions	Serial No. of Items	Total number of Items
1.	Teaching Skills	1-8	8
2.	Emotional Competencies	9-13	5
3.	Psycho-social Skills	14-16	3
4.	Academic Performance	17-21	5
5.	Leadership Quality	22-24	3
6.	Personality	25-32	8
Total			32

Preliminary try-out of Teaching Competency Scale

After reviewing literature related to teaching competency, the investigator listed out three hundred (300) items covering the six dimensions and after multiple discussions with the supervisor, the items were scaled down into fifty numbers (50) items and were given to ten (10) experts/ judges from various Universities for their expertise comments and inputs. The comments and suggestions by these experts and judges were incorporated and finally thirty-five (35) items were retained and the other irrelevant items were discarded and removed. Finally, thirty-five (35) statements of teaching competency covering the six (6) dimensions were administered on a sample of hundred (100) higher secondary school teachers from arts stream, science stream and commerce stream. The thirty-five (35) items were subjected to item analysis.

Item Analysis

Item analysis on thirty-five 35 items was carried out by computing the 't' value between the scores of the upper (27%) group and lower (27%) group. Rejection of the item was based on the 't' value obtained. The obtained 't' value above 1.96 was considered as the criterion for retaining the items and the 't' value

below 1.96 was considered as the criterion for removing the items. Finally, out of the thirty-five (35) items, three (3) items were found to be somewhat repeated and weak in nature and were removed. Finally, thirty-two (32) items were retained for the scale.

Reliability

The reliability was calculated in two ways. For the internal consistency, Cronbach's Alpha Coefficient (reliability) of the scale was measured and found out to be 0.917 and thus it is interpreted that the test is highly reliable. The test retest reliability was obtained using Spearman Brown co-efficient and was found to be 0.936 with a time gap of about 5 weeks. This indicates that the scale is highly significant and thus the scale is confirmed for its reliability.

Validity

Face validation was established for the present test. In face validation, a test is subjectively viewed as covering the concept it is supposed to measure. It refers to the transparency or relevance of a test as it appears to test the respondents. After identifying the dimensions, the items selected for the scale were given to experts/judges. After establishing the face and content validity of the scale, only those items approved by the experts/judges were retained. It is evident from the assessment/evaluation of the experts/judges that all items of the scale were relevant and directly related to the concept of teaching competency.

Table 3.6

Interpretation scores of Teaching Competency

Scores	Interpretation
140 – 160	Superior
119 – 139	Above Average
98 – 118	Average
77 – 97	Below Average
56 – 76	Poor

Scoring

The mode of response to each of the items of the scale contains five responses to each item, viz. Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree. For scoring, 5, 4, 3, 2, 1 is provided for responses of each item respectively.

3.4.3 Job Satisfaction Scale

To find out the level of job satisfaction of higher secondary school teachers in Mizoram, Dixit's Job Satisfaction Scale (DJSS), (English Version) developed by Meera Dixit (1993) consisting of 52 items was used. The scale comprised eleven (11) factors such as - intrinsic aspect of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers.

Reliability

Reliability of the scale was determined by split-half method. The test was first divided into two equivalent halves, and the correlation was calculated for these half test. From the reliability of the half test, self-correlation of the whole test

was calculated by using Spearman Brown Prophecy formula. Test-retest method also showed high reliability which is given in the following tables.

Validity

Item validity (discrimination value) was found out by item test Correlation method using Pearson's 'r' taking 25% lowest scores and finally calculating 't' value for the items of Hindi and English version of the scale separately. The items which were insignificant had to be dropped in the final form, Initially, there were 58 items of which 6 items had to be deleted as they were not found to be discriminatory in item analysis.

Interpretation of Scores

The interpretation of scores were slightly modified based on the sample of the study.

Table 3.7

Interpretation scores of job satisfaction

Scores	Interpretation
235 – 260	Fully satisfied
209 – 234	Well satisfied
183 – 208	Satisfied
157 – 182	Slightly Satisfied
131 – 156	Dissatisfied

Scoring

Each item of the scale contains five responses viz. Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree. For scoring, 5, 4, 3, 2, 1 is provided for responses of each item respectively.

3.5 Procedure of Data Collection

The investigator personally visited government and private higher secondary schools from where the data was collected in the three (3) districts of Mizoram - Aizawl, Lunglei and Champhai district during 20th June 2019 to 2rd December 2019.

Permission was taken from the Principals of the respective higher secondary schools for collection of data. After taking necessary permission from the Principals, the investigator requested all the teachers to give their valuable responses in all the tools used for the study. When all the teachers had completed the responses, the investigator again visited all the schools from where the study had been done and collected the statement from all the respective administering schools. For collection of data, in some schools, it took two to three days to complete the statements, at the meantime, it needed one or two weeks in other schools to complete the responses because unlike data collection among students, collection of data among teachers took more time to complete because teachers are busy with their profession and they have very little leisure time. So, in the midst of their busy and urgent necessary work, they spared their valuable time to complete the statements.

The researcher thankfully acknowledged all the participants who gave their valuable effort to complete the statements, without which the present study would not have been accomplished.

3.6 Statistical Techniques Employed

The data were analyzed by statistical techniques such as Percentages, Mean, Standard Deviation, 't' test, Analysis of Variance (ANOVA) and Multiple Correlation.

- 1) Percentage, Mean and Standard Deviation were used to find out the level of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
- 2) 't' test - to find out the significant difference with reference to type of management and gender.
- 3) ANOVA- to find out the significant difference in different streams of study.
- 4) Multiple Correlation - to find out the relationship among spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

3.7 Time taken for Research Activity

- 6th November 2017 – Ph. D. Course Registration
- 7th November 2017 to 30th June 2018 - Review of Related Literature
- 3rd July 2018 to 30th November 2018 – Construction of tool (Teaching Competency Scale)
- 5th December 2018 to 26th May 2019 - Try-out of the scale (Teaching Competency Scale)

- 20th June 2019 to 2nd December 2019 – Collection of data in Aizawl, Lunglei and Champhai district.
- 5th December 2019 to 15th March 2020 – Entry of Data
- 17th March 2020 to 15th July 2020 –Analysis of Data
- 3rd August 2020 to 30th November 2020 – Write up of the thesis
- 4th December 2020 – Pre-submission seminar and recommended for final submission of thesis by Department Research Committee, Department of Education, Mizoram University.
- 21st December 2020 - Submission of thesis for evaluation

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION OF THE STUDY

Data analysis is the process of categorizing, ordering and summarizing data to obtain answers to research questions. It is the first step taken towards data interpretation. Analysis of data is also a process of transforming data with discovering useful information, informing conclusions and decision-making. In the present chapter, the data collected has been analyzed using different tools. Analysis of data has been carried out in relation to spiritual intelligence, teaching competency and job satisfaction of government higher secondary school teachers and private higher secondary school teachers in the three (3) districts of Mizoram viz. Aizawl, Lunglei, and Champhai. The collected data were analyzed on the basis of the responses given by the higher secondary school teachers using the Likert five (5) points scale 5, 4, 3, 2, 1 in the indices strongly agree, agree, not sure, disagree, and strongly disagree respectively. The analysis and interpretation of data has been carried out on the basis of objectives of the present study. The accumulated data from the sample of the study was assembled and tabulated to facilitate the application of pertinent statistical techniques for the purpose of analysis.

Statistical Techniques Used

The following statistical techniques were used:

- Percentage, Mean and Standard Deviation - to find out the level of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

- ‘t’ test - to find out the significant difference with reference to type of management and gender.
- ANOVA - to find out the significant difference in different streams of study.
- Multiple Correlation- to study the relationship among the three variables, viz. spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

The data was organized and analyzed into two sections viz. Section ‘A’ and Section ‘B’. Section ‘A’ dealt with analysis of data based on variable wise viz. spiritual intelligence, teaching competency and job satisfaction by using statistical techniques like mean - to assess the level of test measured, ‘t’ test -to see the significant difference with reference to type of management and gender. Analysis of variance - to examine the significant difference between different streams of study. Section ‘B’ dealt with the relationship aspects in which inter-correlation techniques were applied.

The findings are represented in the following tables and the consequent figures:

SECTION A

Spiritual Intelligence

4.1 Objective 1: To assess the level of Spiritual Intelligence of higher secondary school teachers in Mizoram.

The first objective is to assess the level of spiritual intelligence of higher secondary school teachers in Mizoram and the result is indicated in table 4.1, table 4.2 and figural representation 4.1.

Table: 4.1

Overall mean of spiritual intelligence of higher secondary school teachers in Mizoram

Variable	Numbers	Mean	Standard Deviation
Spiritual Intelligence	600	214.89	17.17

It is perceptible from table 4.1 that out of six hundred (600) teachers of higher secondary schools in Mizoram, their mean score and standard deviation of spiritual intelligence were found to be 214.89 and 17.17 respectively. Therefore, it may be inferred that higher secondary school teachers in Mizoram have an average level of spiritual intelligence.

Table: 4.2

Overall level of spiritual intelligence of higher secondary school teachers in Mizoram

Level of Spiritual Intelligence	Scores
Very High 245 – 265	30 (5%)
High 224 - 244	135 (22.5%)
Average 203 – 223	297 (49.5%)
Low 182- 202	133 (22.16%)
Very Low 161 – 181	5 (0.83%)

(Figures in parentheses are given in percentage)

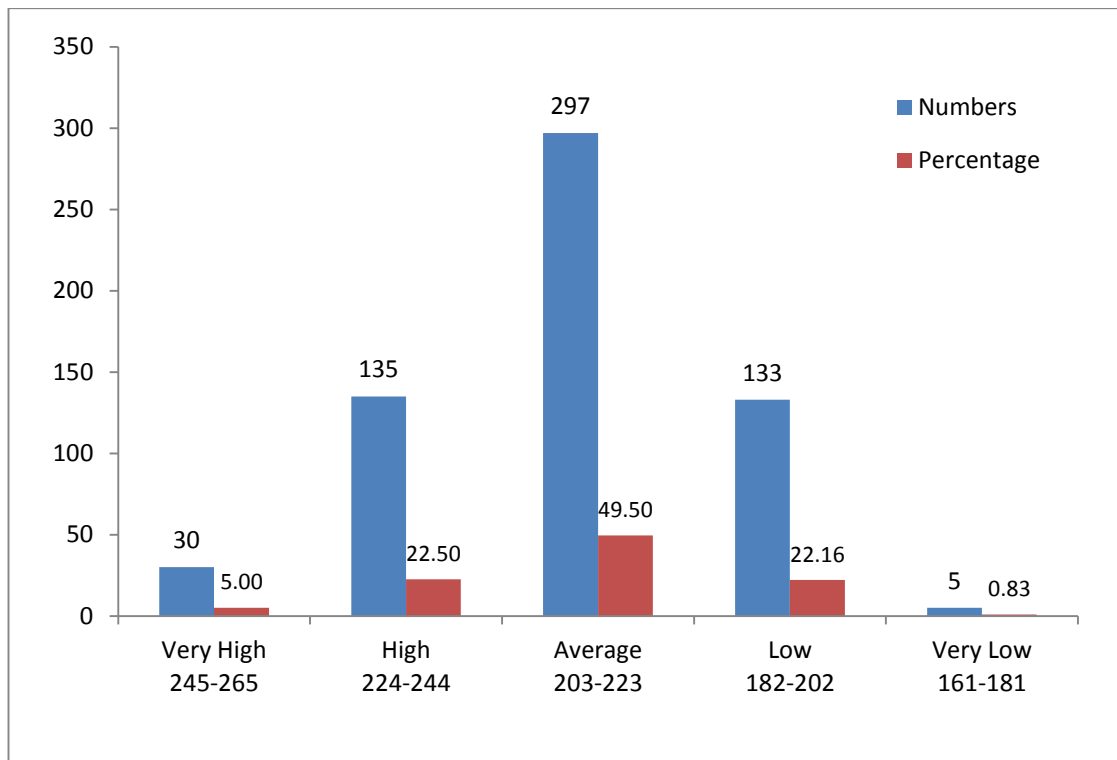


Figure 4.1: *Overall level of spiritual intelligence of higher secondary school teachers in Mizoram.*

From table 4.2 and figure 4.1, it can be observed that out of six hundred (600) higher secondary school teachers in Mizoram, 30 (5%) teachers of higher secondary schools were found to have a very high level of spiritual intelligence. 135 (22.5%) teachers of higher secondary schools were found to have a high level of spiritual intelligence. Almost half of the higher secondary school teachers 297 (49.5%) teachers of higher secondary school teachers were found to have an average level of spiritual intelligence. 133 (22.16%) teachers of higher secondary schools were found to have a low level of spiritual intelligence. It is also evident from the same table 4.2 and figure 4.1 that only 5 (0.83%) teachers of higher secondary schools in Mizoram were found to have a very low level of spiritual intelligence.

4.2 Objective 2: To compare the level of Spiritual Intelligence of higher secondary school teachers in Mizoram with reference to type of management.

The second objective is to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management and the result is indicated in table 4.3, table 4.4 and figural representation 4.2. In order to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated:

Hypothesis 1: There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.

Table: 4.3

Comparison of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.

Variable	Type of Management of School	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Spiritual Intelligence	Government	300	214.53	17.39	1.00398	0.51	NS
	Private	300	215.25	16.98	0.98022	–	

NS - Not Significant

Table 4.3 described the mean and standard deviation of spiritual intelligence of government higher secondary school teachers and private higher secondary school teachers in Mizoram. The mean score (215.25) of private higher secondary school teachers was slightly higher than the mean score (214.53) of government higher secondary school teachers in Mizoram. But, the obtained ‘t’ value 0.51 denotes that no significant differences were found between

government higher secondary school teachers and private higher secondary school teachers in Mizoram in their level of spiritual intelligence.

Therefore, the null hypothesis that assumes there is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management is accepted.

In contrast to the findings of the present objective 2, government secondary school teachers were higher in spiritual intelligence than private secondary school teachers in Amritsar district (Kaur 2013) and in Shimla (Verma 2019) . In the meantime, no significant difference was found between government and private secondary school teachers (Maximo 2006, Kushwaha 2014, Kotnala 2015, Meena & Dinesh, 2017, Pant et.al 2017).

Table: 4.4

Abstract comparison of spiritual intelligence level of higher secondary school teachers in Mizoram with reference to type of management

Variable	Mean, SD and Range in Score	Govt. HSS Teachers	Private HSS Teachers
Spiritual Intelligence	Mean	214.53	215.25
	SD	17.39	16.98
	<u>Level</u> Very High (245-265)	12 (4%)	18 (6%)
	High (224-244)	65 (21.5%)	70 (23.3%)
	Average (203-223)	149 (49.6%)	148 (49%)
	Low (182-202)	72 (24%)	61 (20.3%)
	Very Low (161-181)	2 (0.6%)	3 (1%)

(Figures in parentheses are given in percentage)

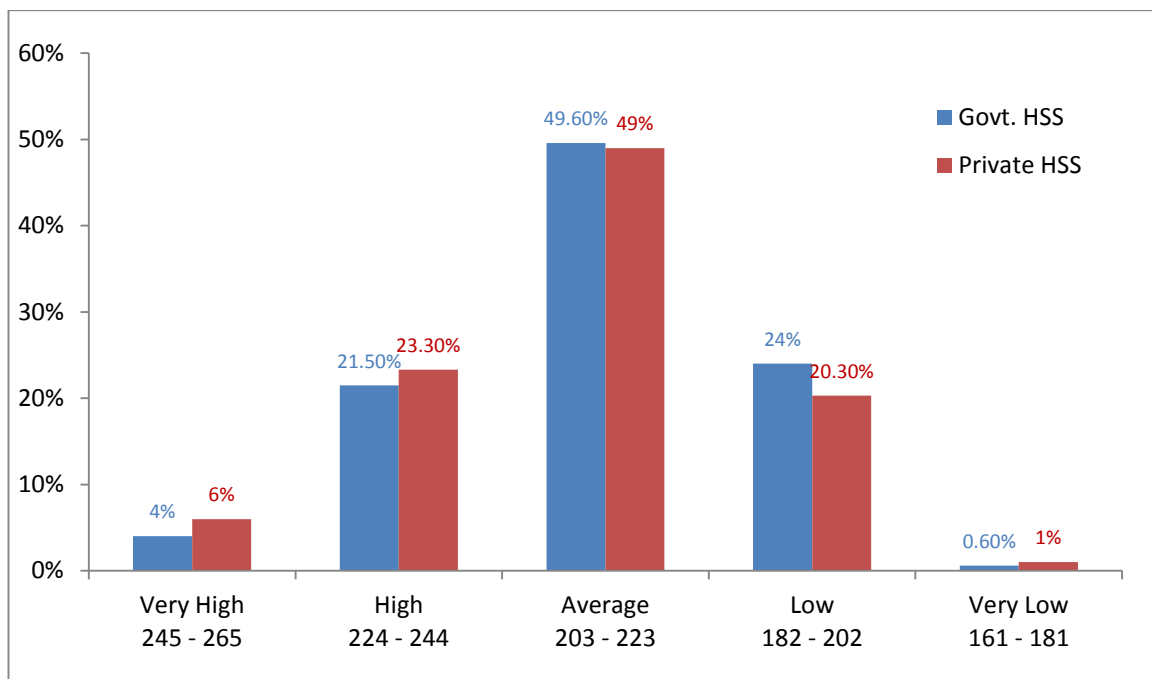


Figure 4.2: *Comparison of spiritual intelligence level of higher secondary school teachers in Mizoram with reference to type of management.*

It is evident in table 4.4 and figure 4.2 that out of three hundred (300) teachers of government higher secondary schools and three hundred (300) teachers of private higher secondary school teachers in Mizoram, the mean score and standard deviation of spiritual intelligence in government higher secondary school teachers were found out to be 214.53 and 17.39 respectively, while in private higher secondary school teachers, the mean and standard deviation of spiritual intelligence were found out to be 215.25 and 16.98 respectively. It can be inferred that no significant differences were found in the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.

From government higher secondary school teachers in Mizoram, only 12 (4%) teachers of higher secondary schools were found to have a very high level of spiritual intelligence, whereas 18 (6%) teachers of private higher secondary schools were found to have a very high level of spiritual intelligence. 65 (21%)

teachers from government higher secondary schools and 70 (23.3%) teachers from private higher secondary school teachers were found to have a high level of spiritual intelligence, which indicated that private higher secondary school teachers were found to be more spiritually intelligent in which 23.3% of teachers falls within the range of 'high' as compared to only 6% government higher secondary school teachers who scored a high level of spiritual intelligence. It is evident from table 4.4 and figure 4.2 that 149 (49.6%) teachers from government higher secondary schools and 148 (49%) teachers from private higher secondary school teachers in Mizoram were found to have an average level of spiritual intelligence. It is further observed from the same table that 72 (24%) government higher secondary school teachers and 61 (20.3%) teachers from private higher secondary schools were found to have a low level of spiritual intelligence. The same table 4.4 and figure 4.2 reveals that only 2 (0.6%) teachers from government higher secondary schools and only 3 (1%) teachers from private higher secondary schools were found to have a very low level of spiritual intelligence in Mizoram.

4.3 Objective 3: To compare the level of Spiritual Intelligence of higher secondary school teachers in Mizoram with reference to gender.

The third objective is to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender and the result is indicated in table 4.5.

In order to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender, the following null hypothesis was formulated:

Hypothesis 2: There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.

Table: 4.5

Comparison of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.

Variables	Gender	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Spiritual Intelligence	Male	310	214.43	18.79	1.06735	0.68	NS
	Female	290	215.38	15.27	0.89688	–	

NS – Not Significant

Table 4.5 indicates the mean and standard deviation of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender. The mean and standard deviation of female higher secondary school teachers were 215.38 and 15.27 respectively and for male higher secondary school teachers the mean and standard deviation were found to be 214.43 and 18.79 respectively in their level of spiritual intelligence. It can further be interpreted that female higher secondary school teachers were found to be slightly higher in their level of spiritual intelligence as compared to male higher secondary school teachers in Mizoram. But the obtained ‘t’ value 0.68 denotes that no significant differences were found between male and female higher secondary school teachers in Mizoram in their spiritual intelligence.

Therefore, the null hypothesis that assumes no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender is accepted.

The findings of the present objective 3 in relation to gender differences can be incorporated with the findings of some studies indicates no significant differences between male and female teachers in spiritual intelligence (Kaur 2013, Meena & Dinesh 2017).

In contrast to the findings of objective 3, some studies found that female teachers were found to be more spiritually intelligent as compared to male teachers in schools (Shalini 2014, Chauhan & Gupta 2014, Chaudhury & Chaudhury 2015, Vincent & Marion, Kant 2020).

4.4 Objective 4: To compare the level of Spiritual Intelligence of higher secondary school teachers in Mizoram with reference to stream of study.

The fourth objective is to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study and the result is indicated in table 4.6, table 4.7.

In order to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

Hypothesis 3: There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.

Table: 4.6

ANOVA- Spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study

Variables	Groups	Sum of Squares	Df	Mean Square	F	Sig.
Spiritual Intelligence	Between Groups	537.853	2	268.93	0.91	0.402
	Within Groups	176140.89	597	295.04	–	–
	Total	176678.74	599	–	–	–

It is evident from table 4.6 that there exists no significant difference in any of the three pairs of comparison viz. arts, science and commerce higher secondary school teachers in their level of spiritual intelligence. Therefore, it can be concluded that there exists no significant differences between these three

streams viz. arts, science and commerce higher secondary school teachers in Mizoram and therefore null hypothesis is accepted.

Table: 4.7

Post hoc comparison of spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.

Dependent Variable	(I) Stream	(J) Stream	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Significance
						Lower Bound	Upper Bound	
Spiritual Intelligence	Arts	Commerce	0.94735	2.06864	0.9	-4.1289	6.0236	NS
		Science	2.09144	1.5503	0.403	-1.7128	5.8957	
	Commerce	Arts	-0.94735	2.06864	0.9	-6.3236	4.1289	
		Science	1.14409	2.18044	0.871	-4.2065	6.4947	
	Science	Arts	-2.09144	1.5503	0.403	-5.8957	1.7128	NS
		Commerce	-1.14409	2.18044	0.871	-6.4947	4.2065	

NS – Not Significant

It is observed in table 4.7 that no significant differences were found between arts, science and commerce higher secondary school teachers in spiritual intelligence. Between arts and science higher secondary school teachers in Mizoram, teachers from arts stream were found to be more spiritually intelligent as compared to teachers from science stream (mean difference=2.09, $p < 0.05$). However, table 4.7 indicates that no significant differences were found between arts and science higher secondary school teachers. It can further be interpreted that between arts and commerce higher secondary school teachers, though there exist no significant difference (mean difference=0.94,

p<0.05) but it is evident from the same table that teachers from arts streams were found to be more spiritually intelligent as compared to teachers from commerce stream and between commerce and science teachers, teachers from commerce stream were found to be more intelligent as compared to teachers from science stream. However, no significant differences were found among the three streams viz. arts, commerce and science in their spiritual intelligence.

4.5 Objective 5: To assess the level of Teaching Competency of higher secondary school teachers in Mizoram.

The fifth objective is to assess the level of teaching competency of higher secondary school teachers in Mizoram and the result is indicated in table 4.7, table 4.8 and figural representation 4.3.

In order to assess the level of teaching competency of higher secondary school teachers in Mizoram, the following null hypothesis was formulated:

Table: 4.8

Overall mean of teaching competency of higher secondary school teachers in Mizoram

Variable	Numbers	Mean	Standard Deviation
Teaching Competency	600	120.37	11.74

Table 4.8 indicated that out of the six hundred (600) higher secondary school teachers in Mizoram, the mean score and standard deviation in their teaching competency were found to be 120.37 and 11.74 respectively. Therefore, it can be inferred that higher secondary school teachers in Mizoram have an average level of teaching competency.

Table: 4.9

Overall level of teaching competency of higher secondary school teachers in Mizoram

Level of Teaching Competency	Scores
Superior 140 – 160	38 (6.33%)
Above Average 119 - 139	296 (49.33%)
Average 98 – 118	259 (43.16%)
Below Average 77 – 97	7 (1.16%)
Poor 56 – 76	Nil

(Figures in parentheses are given in percentage)

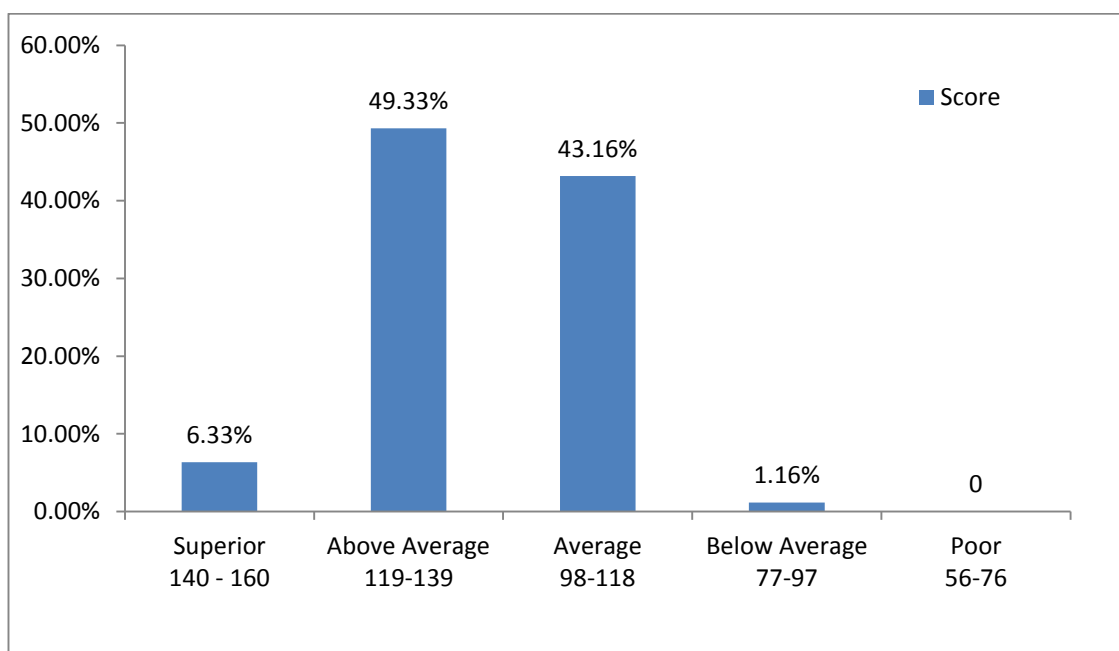


Figure 4.3: *Overall level of teaching competency of higher secondary school teachers in Mizoram.*

From table 4.9 and figure 4.3, it is evident that out of six hundred (600) higher secondary school teachers in Mizoram, 38 (6.33%) teachers of higher secondary schools were found to have a superior level in teaching competency. 296 (49.33 %) teachers of higher secondary schools were found to have an above average level of teaching competency, 259 (43.16%) teachers of higher secondary schools were found to have an average level of teaching

competency. It is evident from the same table and figure that only 7 (1.16%) teachers of higher secondary schools were found to have below average level in teaching competency and no teachers of higher secondary schools were found to have a poor level of teaching competency in Mizoram.

4.6 Objective 6: To compare the level of Teaching Competency of higher secondary school teachers in Mizoram with reference to type of management.

The sixth objective is to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management. In order to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated:

Hypothesis 4: There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management.

Table: 4.10

Comparison of teaching competency of higher secondary school teachers in Mizoram with reference to type of management.

Variable	Type of Management of School	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Teaching Competency	Government	300	119.47	11.76	0.67906	1.89	NS
	Private	300	121.28	11.66	0.67332	-	

NS – Not Significant

Table 4.10 indicated the mean and standard deviation on teaching competency of higher secondary school teachers in Mizoram with reference to type of management. The mean score (121.28) of private higher secondary school teachers in their teaching competency was slightly higher than the mean score (119.47) of government higher secondary school teachers in their teaching

competency. But the obtained 't' value 1.89 denotes that no significant differences were found between government and private higher secondary school teachers in Mizoram in their teaching competency. Therefore, the null hypothesis that assumes no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management is accepted.

The finding of the present objective 6 conducted in Mizoram can be further assimilated with the findings conducted by Shivani (2019) in Jammu in which no significant difference in teaching competency was found with reference to type of management. Notwithstanding the findings of the present study in objective 6, Ahmad & Modh (2016) conducted a study in Eastern U.P and found out that government secondary school teachers are more competent than private secondary school teachers in their teaching competency.

Table: 4.11

Abstract comparison of teaching competency level among higher secondary school teachers in Mizoram with reference to type of management

Variable	Mean, SD and Range in Score	Govt. HSS Teachers	Private HSS Teachers
Teaching Competency	Mean	119.27	121.28
	SD	11.76	11.66
	<u>Level</u> Superior (140-160)	19 (6.33%)	19 (6.33%)
	Above Average (119-139)	148 (49%)	148 (49%)
	Average (98-118)	129 (43%)	130 (43.3%)
	Below Average (77-97)	4 (1.3%)	3 (1%)
	Poor (56-76)	0	0

(Figures in parentheses are given in percentage)

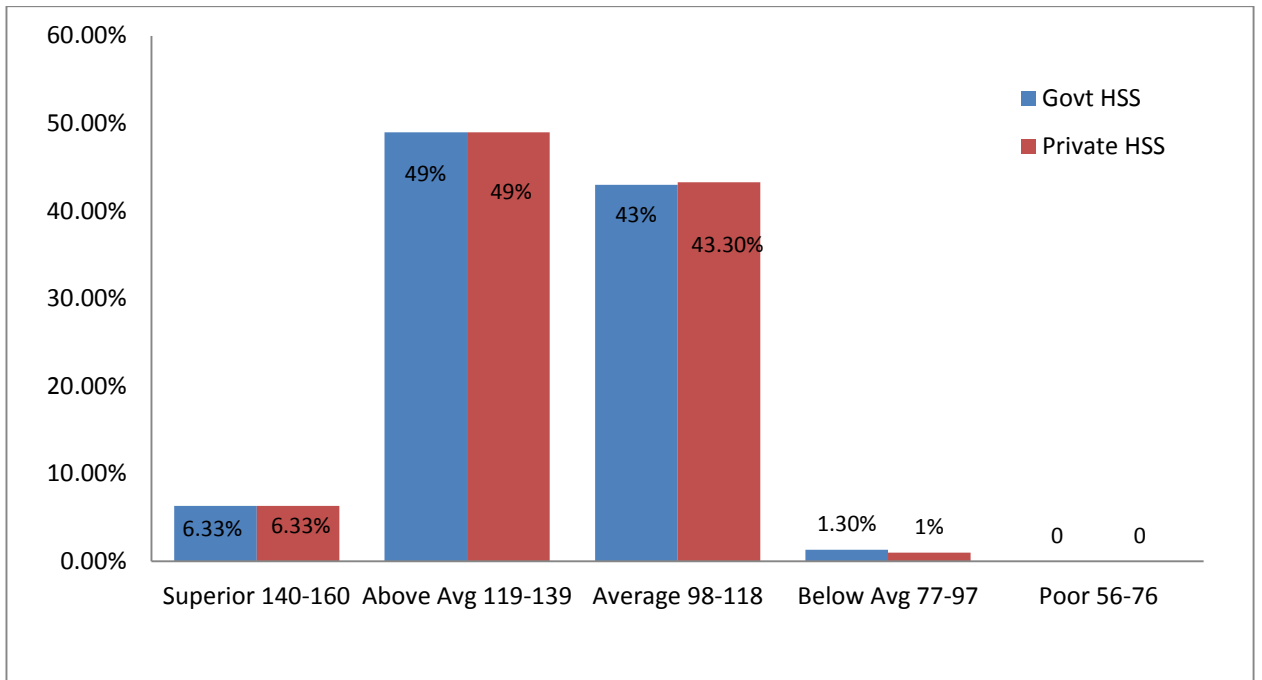


Figure 4.4: Comparison of teaching competency level of higher secondary school teachers in Mizoram with reference to type of management.

The given table 4.11 and figure 4.4 indicates that the mean score and standard deviation of teaching competency of government higher secondary school teachers in Mizoram were found to be 119.47 and 11.76 respectively, while private higher secondary school teachers mean score and standard deviation of teaching competency was found out to be 121.28 and 11.66 respectively.

It can be further interpreted that 19 (6.33%) teachers from both government higher secondary schools and private higher secondary schools in Mizoram were found to have a superior level of teaching competency. It is evident from the same table 4.10 and figure 4.4 that 148 (49%) teachers from both government higher secondary schools and private higher secondary schools were found to have an above average level of teaching competency. The result further indicated that 129 (43%) teachers from government higher secondary schools and 130 (43.3%) teachers from private higher secondary schools were found to have an average level in their teaching competency. Only 4 (1.3%)

teachers from government higher secondary schools and only 3 (1%) teachers from private higher secondary schools were found to have below an average level of teaching competency and no teacher was found to have a poor level of teaching competency among the higher secondary school teachers in Mizoram.

4.7 Objective 7: To compare the level of Teaching Competency of higher secondary school teachers in Mizoram with reference to gender.

The seventh objective is to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to gender and the result is indicated in table 4.12.

In order to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to gender the following null hypothesis was formulated:

Hypothesis 5: There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender.

Table: 4.12

Comparison of teaching competency of higher secondary school teachers in Mizoram with reference to gender.

Variables	Gender	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Spiritual Intelligence	Male	310	121.11	11.990	0.68118	1.59	NS
	Female	290	119.58	11.43	0.67087	-	

NS – Not Significant

Table 4.12 revealed the mean and standard deviation of teaching competency of higher secondary school teachers in Mizoram with reference to gender. Mean score (121.11) of male higher secondary school teachers in Mizoram was slightly higher than the mean score (119.58) of female higher secondary school

teachers in Mizoram in their teaching competency. Therefore, obtained 't' value 1.59 denotes that no significant differences were found between male and female teachers of higher secondary schools in Mizoram.

Therefore, the null hypothesis that assumes no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender is accepted.

Notwithstanding of the findings of the present study in objective 7 that there exists no significant difference between male and female higher secondary school teachers in their teaching competency in Mizoram, few studies that were conducted across India found out that there exists significant difference between male and female secondary school teachers in teaching competency (Chauhan & Gupta 2014 in U.P., Sunita & Mahapatra 2016, Mishra 2017, Rajeswari & Mutha 2017, Shivani 2019).

4.8 Objective 8: To compare the level of Teaching Competency of higher secondary school teachers in Mizoram with reference to stream of study.

The eight objective is to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study and the result is indicated in table 4.13 and table 4.14.

In order to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

Hypothesis 6: There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.

Table: 4.13

ANOVA- Teaching competency of higher secondary school teachers in Mizoram with reference to stream of study

Variables	Groups	Sum of Squares	df	Mean Square	F	Sig.
Teaching Competency	Between Groups	1538.85	2	769.42	5.67	.004*
	Within Groups	80979.53	597	135.64	–	–
	Total	82518.373	599	–	–	–

*** Significant at the 0.05 level*

It is evident from table 4.13 that there exists a significant difference between the three pairs of comparison viz. arts, science and commerce higher secondary school teachers in their level of teaching competency ($F=5.67$, $p < 0.05$). Therefore, it can be concluded that there exists significant differences between these three streams viz. arts, science and commerce higher secondary school teachers in teaching competency. Therefore, null hypothesis is rejected.

Table: 4.14

Post hoc comparison of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.

Dependent Variable	(I) stream	(J) Stream	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Teaching Competency	Arts	Commerce	-0.77576	1.40263	0.858	-4.2177	2.6662
		Science	3.16*	1.05117	0.011	0.5766	5.7356
	Commerce	Arts	0.77576	1.40263	0.858	-2.6662	4.2177
		Science	* 3.93187	1.47843	0.03	0.3039	7.5598
	Science	Arts	* -3.15611	1.05117	0.011	-5.7356	-0.5766
		Commerce	-3.93*	1.47843	0.03	-7.5598	-0.3039

* Significant at the 0.05 level

Table 4.14 denoted that significant differences were obtained in teaching competency among higher secondary school teachers in Mizoram with reference to stream of study. Table 4.14 indicates significant differences at 0.05 level between arts and science higher secondary school teachers in teaching competency (mean difference=3.16, $p < 0.05$). The same table 4.14 indicates that significant differences were found at 0.05 level between commerce and science higher secondary school teacher (mean difference=3.93, $p < 0.05$) in their teaching competency.

Therefore, the null hypothesis that assumes no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study is rejected as significant differences were found between arts and science higher secondary school teachers. Teachers from arts

stream were found to be more competent as compared to science teachers in teaching competency. It is observed from the same table 4.14, significant differences at 0.05 level were found between commerce and science teachers and the result indicated that commerce teachers were found to be more competent than science teachers in the level of teaching competency.

4.9 Objective 9: To assess the level of Job Satisfaction of higher secondary school teachers in Mizoram.

The ninth objective is to assess the level of job satisfaction of higher secondary school teachers in Mizoram and the result is indicated in table 4.15, table 4.16 and figural representation 4.5.

Table: 4.15

Overall mean of job satisfaction of higher secondary school teachers in Mizoram

Variable	Numbers	Mean	Standard Deviation
Job Satisfaction	600	195.67	18.33

It is evident in table 4.15, out of six hundred (600) higher secondary school teachers in Mizoram, the mean score and standard deviation of job satisfaction of higher secondary school teachers in Mizoram were found to be 195.67 and 18.33 respectively. Therefore, it can be inferred that the higher secondary school teachers in Mizoram were found to be satisfied (average) level in their job satisfaction.

Table: 4.16

Overall level of job satisfaction of higher secondary school teachers in Mizoram

Level of Job Satisfaction	Scores
Fully Satisfied 235 – 260	18 (3%)
Well Satisfied 209 - 234	93 (15.5%)
Satisfied 183– 208	369 (61.5%)
Slightly Satisfied 157- 182	110 (18.33%)
Dissatisfied 131 – 156	10 (1.66%)

(Figures in parentheses are given in percentage)

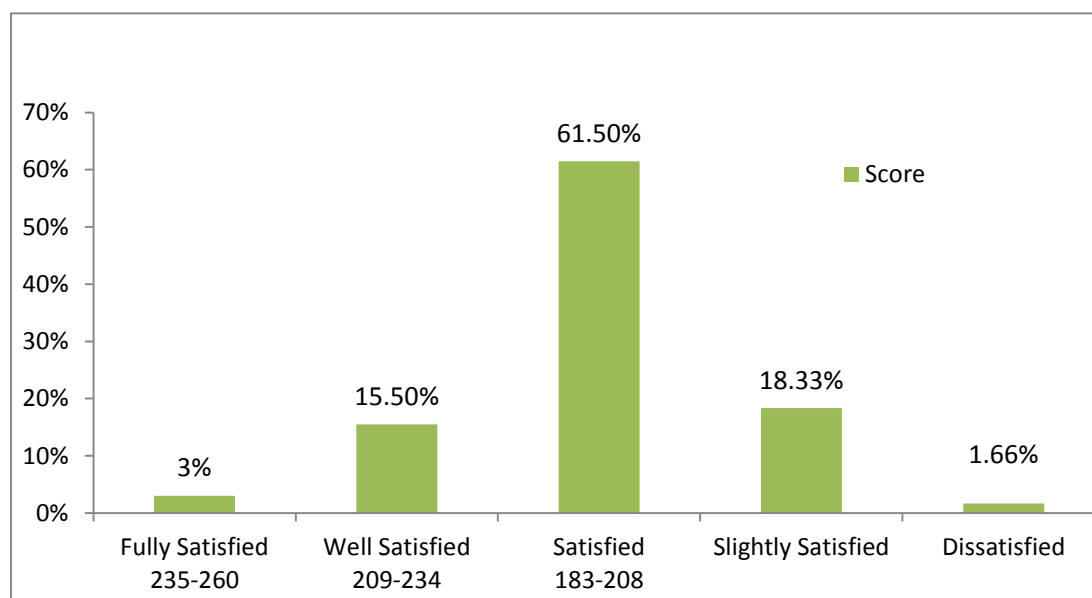


Figure 4.5: *Overall level of job satisfaction of higher secondary school teachers in Mizoram.*

Table 4.16 and figure 4.5 reveals that out of six hundred (600) higher secondary school teachers in Mizoram, 18 (3%) teachers of higher secondary schools were found out to be fully satisfied with their job. 93 (15.5%) teachers of higher secondary schools were found to be well satisfied with their teaching job. It is evident from the same table 4.14 and figure 4.5 that 369 (61.5%) teachers of higher secondary schools were found to be satisfied with their teaching job. It can also be interpreted that 110 (18.33%) teachers of higher secondary schools

were found to be slightly satisfied with their job and only 10 (1.66%) teachers of higher secondary schools in Mizoram were found out to be dissatisfied with their job.

4.10 Objective 10: To compare the level of Job Satisfaction of higher secondary school teachers in Mizoram with reference to type of management.

The tenth objective is to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management and the result is indicated in table 4.17, table 4.18 and figural representation 4.6. In order to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated:

Hypothesis 7: There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.

Table: 4.17

Comparison of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.

Variable	Type of Management of School	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Job Satisfaction	Government	300	193.85	18.09	1.04425	2.44	* Significant at 0.05
	Private	300	197.49	18.43	1.06377	-	

* Significant at 0.05 level

Table 4.17 revealed the mean and standard deviation of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management. The obtained 't' value 2.44 indicated that significant differences

were found at 0.05 level in job satisfaction between government and private higher secondary school teachers in Mizoram.

Therefore, the null hypothesis that assumes no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to type of management is rejected as the result shows that private higher secondary school teachers in Mizoram were found to have better job satisfaction than government higher secondary school teachers in Mizoram.

The finding of the present objective 10 conducted in Mizoram can be further assimilated and incorporated with the findings of the study conducted in Chandigarh and the result indicated that government teachers were found to have higher job satisfaction than private teachers (Gakhar & Paul 2003, Verma 2019). No significant difference exists between government and private school teachers in their level of job satisfaction in Pakistan (Shafquat 2010). Another study conducted in Andhra Pradesh found out that private school teachers were having more favourable attitude towards teaching profession than their counterparts government school teachers (Chandrama 2015).

Table: 4.18

Abstract comparison of job satisfaction level of higher secondary school teachers in Mizoram with reference to type of management

Variable	Mean, SD and Range in Score	Govt. HSS Teachers	Private HSS Teachers
Job Satisfaction	Mean	193.85	197.49
	SD	18.09	18.43
	<u>Level</u> Fully Satisfied (235-260)	9 (3%)	9 (3%)
	Well Satisfied (209-234)	38 (12.66%)	55 (18.43%)
	Satisfied (183-208)	186 (62%)	183 (61%)
	Slightly Satisfied (157-182)	64 (21.34%)	46 (15.3%)
	Dissatisfied (131-156)	3 (1%)	7 (2.3%)

(Figures in parentheses are given in percentage)

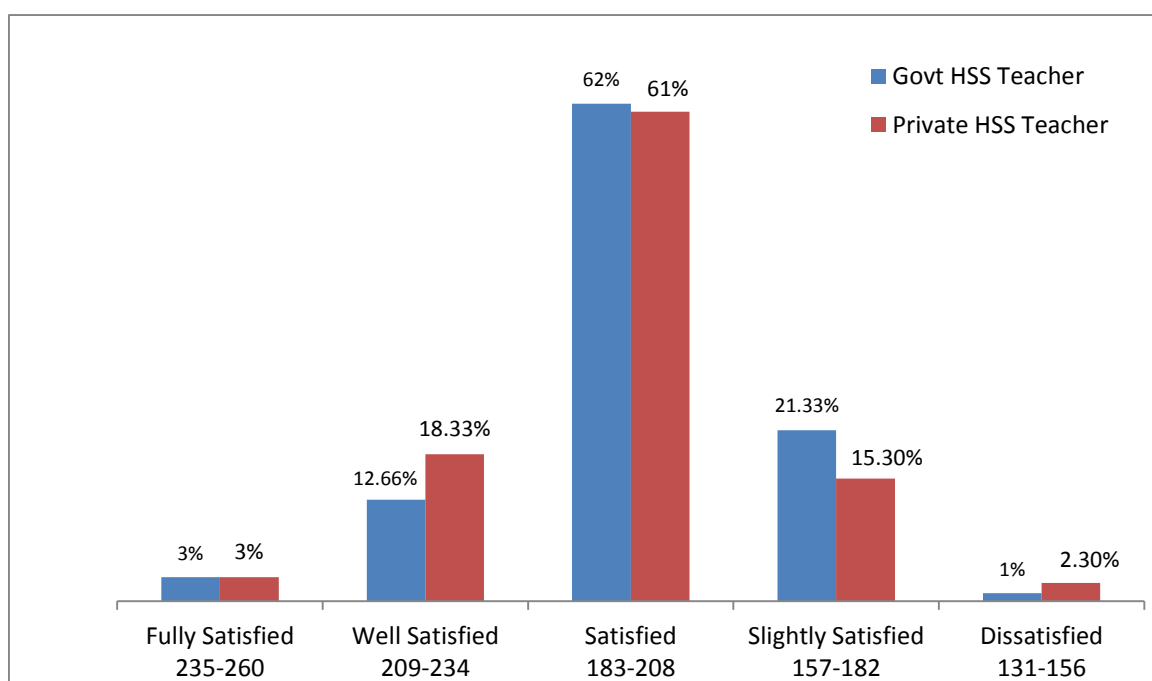


Figure 4.6: Comparison of job satisfaction level of higher secondary school teachers in Mizoram with reference to type of management

Table 4.18 and figure 4.6 indicated that out of three hundred (300) teachers from government higher secondary school in Mizoram and three hundred (300)

teachers from private higher secondary schools in Mizoram in comparison of job satisfaction, the mean score and standard deviation of government higher secondary school teachers in Mizoram were found to be 193.85 and 18.09 respectively whereas among teachers of private higher secondary schools in Mizoram, their mean score and standard deviation of job satisfaction among higher secondary school teachers in Mizoram were found to be 197.49 and 18.43 respectively.

The same table 4.18 and figure 4.6 indicated that 9 (3%) teachers both from government higher secondary schools and private higher secondary schools in Mizoram were found to be fully satisfied with their teaching job. 38 (12.66%) teachers from government higher secondary school teachers and 55 (18.43%) teachers from private higher secondary school teachers were found to be well satisfied with their job. It can also be interpreted that 186 (62%) teachers of government higher secondary schools and 183 (61%) teachers from private higher secondary schools were found to be satisfied with their job. The same table 4.16 and figure 4.6 reveals that 64 (21.34 %) teachers of government higher secondary school teachers and 46 (15.3%) teachers of private higher secondary schools were found to be slightly satisfied with their job. There are just 3 (1%) teachers of government higher secondary schools and 7 (2.3 %) teachers from private higher secondary schools in Mizoram who were found to be dissatisfied with their job.

4.11 Objective 11: To compare the level of Job Satisfaction of higher secondary school teachers in Mizoram with reference to gender.

The eleventh objective is to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to gender and the result is indicated in table 4.19. In order to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to gender, the following null hypothesis was formulated:

Hypothesis 8: There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.

Table: 4.19

Comparison of job satisfaction of higher secondary school teachers in Mizoram with reference to gender.

Variables	Gender	Numbers	Mean	Std. Deviation	Std. Error Mean	t-value	Significance
Spiritual Intelligence	Male	310	195.34	18.49	1.05023	0.46	NS
	Female	290	196.02	18.19	1.06791	–	

NS – Not Significant

Table 4.19 revealed the mean and standard deviation of job satisfaction of higher secondary school teachers in Mizoram with reference to gender. Mean score (195.34) of male higher secondary school teachers was comparatively lower than the mean score (196.02) of female higher secondary school teachers. However, the obtained ‘t’ value 0.46 denotes that no significant differences were found in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.

Therefore, the null hypothesis that assumes no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender is accepted.

Gakhar & Paul (2003) conducted a study in Chandigarh and found out that significant difference was found between male and female teachers in job satisfaction whereas in Islamabad and in Shimla, female teachers were more satisfied in their job than male counterparts (Mahmood 2011, Verma 2019).

The findings of objective 11 denoted that there exists no significant difference between male and female higher secondary school teachers of Mizoram in job satisfaction and it can be assimilated and incorporated with few studies conducted across India and abroad. Many studies found that there were no significant differences between male and female in level of job satisfaction (Arun & Ashish 2002, Jasmine 2010, Chandra 2015, Chandra 2015, Suleman & Hussain 2018).

4.12 Objective 12: To compare the level of Job Satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

The twelfth objective is to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study and the result is indicated in table 4.20 and table 4.21

In order to compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

Hypothesis 9: There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

Table: 4.20

ANOVA - Job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study

Variables	Groups	Sum of Squares	Df	Mean Square	F	Sig.
Job Satisfaction	Between Groups	1256.18	2	628.09	1.87	.154
	Within Groups	200046.14	597	335.09	–	–
	Total	201302.32	559	–	–	–

It is evident from table 4.20 that there exist no significant differences in any of the three pairs of comparison viz. arts, science and commerce higher secondary school teachers in their level of job satisfaction. Therefore, it can be concluded that there exist no significant differences between these three streams viz. arts, science and commerce higher secondary school teachers in Mizoram and therefore null hypothesis is accepted.

Table: 4.21

Post hoc comparison of job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

Dependent Variable	(I) stream	(J) Stream	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Significant
						Lower Bound	Upper Bound	
Job Satisfaction	Arts	Commerce	-1.1435	2.20455	0.874	-6.5533	4.2663	NS
		Science	2.68172	1.65215	0.269	-1.3725	6.7359	
	Commerce	Arts	1.1435	2.20455	0.874	-4.2663	6.5533	
		Science	3.82521	2.3237	0.259	-1.8769	9.5273	
	Science	Arts	-2.68172	1.65215	0.269	-6.7359	1.3725	
		Commerce	-3.82521	2.3237	0.259	-9.5273	1.8769	

NS - Not Significant

Table 4.21 denotes that no significant differences was found in job satisfaction among higher secondary school teachers in Mizoram with reference to the stream of study. Table 4.21 indicated no significant differences was found between the three streams viz arts, science and commerce higher secondary school teachers (mean difference=2.68, $p>0.05$). However, in the same table 4.21, it is evident that mean scores of teachers from arts stream were slightly higher than the means scores of teachers from science stream. It is also evident from table 4.21 that no significant differences were found between commerce and science teachers of higher secondary schools in Mizoram (mean difference=3.82, $p<0.05$) however, the mean scores of commerce teachers was found to be higher than means scores of science teachers in their level of job satisfaction.

Therefore, the null hypothesis that assumes no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study is accepted as no significant differences was found in any of the three pairs of comparison. It is observed from the same table 4.21 that no significant differences were found between arts and science teachers whereas significant differences were found between commerce and science higher secondary school teachers in Mizoram (mean difference = 3.82, $p < 0.05$). It can further be interpreted from the same table 4.21 that between commerce and science stream teachers, teachers from commerce stream were found to be more satisfied with their job as compared to teachers from science stream.

Similar findings with the present study in objective 12, no significant difference was found in job satisfaction with reference to stream of study in Jammu (Sharma 2019).

Contradiction to the finding of Sharma (2014) and the finding of the present study in objective 12, significant difference was found between arts and science stream of secondary school teachers in job satisfaction (Meena 2014 and Rajesh 2016).

SECTION B

4.13 Objective 13: To examine the relationship between Spiritual Intelligence and Teaching Competency of higher secondary school teachers in Mizoram.

The thirteenth objective is to examine the relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram and the result is indicated in table 4.22. In order to examine the relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram, the following null hypothesis was formulated:

Hypothesis 11: There is no significant relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

Table: 4. 22

Relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

	Spiritual Intelligence		Teaching Competency
Spiritual Intelligence	Pearson Correlation	0.635**	1
	Sig. (2tailed)	0.000	–
	Numbers	600	600
Teaching Competency	Pearson Correlation	1	0.635**
	Sig. (2-tailed)	–	–
	Numbers	600	600

***Correlation is significant at the 0. 01 level (2 tailed)*

Table 4.22 denotes that positive strong correlation was found at 0.01 level between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram ($r = 0.635$, $p < 0.01$ level).

Therefore, the null hypothesis that assumes no significant relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram is rejected and it can further be interpreted that there exists significantly strong positive correlation between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram. The same results can be subsumed with the study conducted in South Bengal shows that highly spiritual intelligent teachers were found to have positive attitude in their teaching profession as well as positive strong relationship between emotional intelligence and spiritual intelligence (Talukdar & Sanghamitra 2017, Kant 2020).

4.14 Objective 14: To examine the relationship between Teaching Competency and Job Satisfaction of higher secondary school teachers in Mizoram.

The fourteenth objective is to examine the relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram and the result is indicated in table 4.23. In order to examine the relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram, the following null hypothesis was formulated:

Hypothesis 12: There is a significant relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

Table: 4.23

Relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

		Teaching Competency	Job Satisfaction
Teaching Competency	Pearson Correlation	1	0.594**
	Sig.(2-tailed)	–	0.000
	Numbers	600	600
Job Satisfaction	Pearson Correlation	0.594**	1
	Sig. (2tailed)	0.000	–
	Numbers	600	600

****Correlation is significant at 0.01 level.**

As shown in table 4.23 positive moderate correlation was found at 0.01 level between teaching competency and job satisfaction ($r = 0.594$, $p < 0.01$ level) of higher secondary school teachers in Mizoram. Therefore, the null hypothesis that assumes no significant relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram is rejected. It can further be interpreted that there exists significantly a moderate positive correlation between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

4.15 Objective 15: To examine the relationship between Spiritual Intelligence and Job Satisfaction of higher secondary school teachers in Mizoram.

The fifteenth objective is to examine the relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram and the result is indicated in table 4.24. In order to examine the relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram, the following null hypothesis was formulated:

Hypothesis 13: There is no significant relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

Table: 4. 24

Relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

Spiritual Intelligence		Spiritual Intelligence	Job Satisfaction
	Pearson Correlation	0.502**	1
	Sig. (2tailed)	0.000	–
	Numbers	600	600
Job Satisfaction	Pearson Correlation	1	0.502**
	Sig.(2-tailed)	–	0.000
	Numbers	600	600

****Correlation is significant at the 0.01 level (2tailed)**

Table 4.24 indicated that there was a positive moderate correlation at 0.01 level between spiritual intelligence and job satisfaction ($r = 0.502$, $p < 0.01$ level) of higher secondary school teachers in Mizoram.

Therefore, the null hypothesis that assumes no significant relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram is rejected. It can further be interpreted that there exists significantly a moderate positive correlation between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

Similar to the findings of the present study in objective 15, many studies had been conducted on the spiritual intelligence and job satisfaction of secondary school teachers and stated that when spiritual intelligence is high, the person appears to be intellectual and have an appropriate behaviour. Further, when spiritual intelligence is low, people have problematic behavior as spiritual intelligence enhances the job satisfaction which boosts the morale of the employee and motivates them to perform better (Soleiman & Fatemah 2012 in Tehran, Kaur 2013 in Amritsar district, Zamani 2015 in Iran and Varghese & Chirayath 2016 in South India, Verma 2019 in Shimla).

CHAPTER - V

SUMMARY, MAJOR FINDINGS AND CONCLUSION

The present chapter will focus on the summary of the present study, major findings and conclusion. This chapter will serve great implications for the intended group-teachers of higher secondary schools in Mizoram in rendering their profession in the educational settings. Besides, the findings will also pave a great way for the government of Mizoram to take up measures for the professional development of higher secondary school teachers in Mizoram to access the best quality of education recommended in the New Education Policy 2020 for the welfare of the students who will be the assets and the future leader of the next generations.

In the previous chapter, the data collected was subjected to statistical procedures for analysis and interpretation. In this chapter, various findings reported in the preceding chapter were presented in order to arrive at proper conclusions and generalizations of the present study.

In the major findings, the data was organized and analyzed into two sections viz. section 'A' and section 'B'. Section 'A' dealt with the findings based on the three (3) variables viz. spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram by using the statistical techniques like mean - to assess the level of test measured, 't' test -to see the significant difference between mean of type of management and gender and analysis of variance to see the significant difference among different stream of study. Section 'B' dealt with the relationship aspects in which inter-correlation techniques were applied.

5.1 Summary of the Study

5.1.1 Introduction

Teachers are the biggest assets and pillars of educational institutions. Teaching as a profession is becoming exigent and there is a call for more competent teachers so as to meet the demand of complex classroom situations and to meet the demands of the society. Today, we live in a globalized multicultural society and it is not only emotional and social intelligence that are the most pressing matter, but it is spiritual intelligence that enables teachers to teach competently and effectively with a pragmatic attitude and satisfaction in their teaching profession. If a teacher is spiritually intelligent, he/she shall be attributed to the attaining a sense of morality, an ability to stamp rigid rules with cognizance and compassion and the ability to perceive when and where cognizance and compassion have their limits and curtailment.

A competent teacher with high spiritual intelligence is likely to be well satisfied in his/her job. It is crucial for a teacher to have essential elements of spiritual intelligence such as benevolence, modesty, compassion, conviction, magnanimity and optimism. A teacher who is pleasant, friendly and cooperative can win the confidence of the students and play the role of a counsellor (Vijayalaxmi, 2006). In the 21st -century, competencies have been defined as the knowledge, skills and attitudes requisite to be competitive in the 21st century workforce. The responsibility of a teacher is multifold. It is pivotal for a competent teacher to be reactive of innovative pedagogy in transmitting the present needs of the situation in the teaching-learning process both within and outside the four walls of the classroom. Teacher need to possess professional competencies such as to perform complex pedagogical skills and

the ability to meet complex demands in pursuit of excellence. Many studies suggested that spiritual intelligence escalates deep self-awareness, the ability to use spiritual wisdom, the capacity to have forgiveness and the ability to understand multiple levels of consciousness (meditation) and therefore shall have a positive impact on an individual's psycho-social wellbeing and quality of life.

Spiritual intelligence of an individual requires capabilities in order to assemble compliance and effective action and produce high-value products and outcomes. Generally, the development of spiritual intelligence structure will be considered as using the capacities and spiritual resources in a practical situation. It seems that any discussion of spiritual intelligence will be incomplete without understanding the broad range of spiritual experiences. Unlike the logical intelligence which computers have and unlike emotional intelligence which primates have, spiritual intelligence is dedicated to humans which is the most basic and most important kind of intelligence (Kadkhoda, 2010).

A spiritually competent teacher shall have willingness to serve with purpose and shall enlarge professionally and be well satisfied in his/her teaching job thereby inaugurating a courteous environment for a diverse population of students. Teaching competency is more than just having knowledge, expertise and skills. It involves the ability to procure teaching skills, emotional competencies, psycho-social skills, virtuous academic performance, leadership skills and exemplary personality. A competent teacher with high spiritual intelligence shall see things in a wider context and embraces holistic thinking

approach with greater responsibility to redesign the attitude of students as well as the society in general.

Progressive theoretical ideas, pedagogical innovations and pedagogical culture should be an integral part of teaching competency for a teacher at the secondary and higher secondary stage. Teaching competency is an inherent element of an effective training process, one that aspires to contribute for the welfare of students and society. In order to have job satisfaction for a teacher, he/she shall be spiritually competent. Positive attitude towards the job indicates job satisfaction.

Job satisfaction is under the influence of many external and internal factors. Therefore, it is crucial for a teacher to obtain a set of spiritual competencies and teaching competencies so as to achieve a feeling of satisfaction at workplace. Job satisfaction is connective with many constructive elements such as intrinsic aspect of the job, attractive salary, promotional avenue and service conditions, alluring physical facilities, institutional plans and policies, satisfaction with social status and family, rapport with students, healthy relationship with co-workers. Job satisfaction is one factor that will ensure class performance and productivity of students. The teachers would get interested to teach and shall have the desire to progress spontaneously and effectively when they are satisfied with their job.

The productivity of teachers is inclined to grow with job satisfaction. Highly satisfied teachers in their job will be able to deliver quality education to students by motivating and persuading them. Past studies suggested that low job satisfaction adversely affects the productivity level of even highly qualified

and skilled teachers. It also affects productivity through burnout, absenteeism and turnover of teachers. (Chamundeswari, 2013).

Spiritual intelligence, teaching competency and job satisfaction of the present study laid substantial emphasis on the co-operation, happiness and effective interpersonal relationship between the teacher and the taught, building mutual understanding and respect between the teaching and non-teaching staff. The ability to practice the essential qualities of human life such as empathy, humility, charity, gratitude and spiritual values within the family, community and society is very much significant for all human beings. For building these essential qualities of human life, teachers lead the most important role for the transmission of knowledge and values to young and future generations. Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa.

5.1.2 Spiritual Intelligence

Spiritual intelligence has been equated with being open, compassionate, more unflappable and buoyant. Spirituality involves a sense of wholeness, connectedness at work and deeper values (Gibbons, 2000). Workplace spirituality can also be defined as the recognition that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community (Ashmos & Duchon, 2000).

Spiritual well-being has been purported to provide a significant inner strength to people, especially in times of uncertainty and chaos in life (Tart, 2000). Spirituality is an orientation towards positive values, improved work performance, improved relations with co-workers and supervisors, increased work satisfaction and decreased turnover propensity (Alexander, 1993).

Based on the review of literature on spiritual intelligence, 'spiritual' refers to deep feelings and beliefs. The activities whether physical, emotional or intuitional that leads to greater perfection, goodness and wholeness is spiritual. To succeed in solving any problem depends on the factors like knowing ourselves, knowing the problems of others, knowledge of the ground situation and knowledge of the techniques that need to be applied based on the circumstances.

Spiritual intelligence is the ability to know oneself, to know other people, to know the reality, to understand the desired objectives and the ability to choose the right techniques based on the circumstances. This knowledge cannot be taught but it comes only with self-attainment and self- realization. Spiritual intelligence can be defined as an intuitive knowledge of the self, others, situations and techniques to achieve the desired objectives of the world.

A spiritually intelligent person possesses a holistic view of the world in the present, past and future. His/her thoughts become one with the thought of the supreme and flows with the energy of the divine. Spiritual health is a matter of attitudes and a way of looking at situations and concern for others and a genuine desire to help and assist others.

According to Zohar (2000) "Spiritual Intelligence is our access to and use of meaning, vision and value in the way that we think and the decisions that we make". Zohar has referred to Maslow's (1970) famous pyramid of human needs. At the base of the pyramid are survival needs and capping the top is the highest need of all, self-actualization. She says the pyramid needs to be inverted and

struck in the mud. According to her, self-actualization is our loftiest need, the very bedrock of all needs.

Steps to spiritual intelligence as stated by Zohar are self-awareness, be vision and value led, the capacity to face and use adversity, be holistic, celebration of diversity, field independence, the tendency to ask why, the ability to reframe, spontaneity, compassion.

Like scientific knowledge, spiritual knowledge too is acquired by methods that sages discovered through self-realization. Many people around the globe believe in these methods and apply this knowledge to lead a successful joyful life. Spiritual intelligence helps us in knowing the deepest secrets of the material and non-material worlds and thereby influences the souls of others and their way of thinking.

Spiritual Intelligence (SQ) underpins Intelligent Quotient (IQ) and Emotional Quotient (EQ). Spiritual intelligence is the ability to access higher meanings, values, abiding purposes and unconscious aspects of the self and to embed values and purposes in day to day living and more creative life.

At the beginning of the twentieth century, psychologists discovered ways and means to measure intelligence that developed into an obsession with IQ. In the mid 1990's Daniel Goleman popularized research into emotional intelligence- EQ, pointing out that EQ is a basic requirement for the appropriate use of IQ. In this century, there is enough collective evidence from psychology, neurology, anthropology and cognitive science to show us that there is a third 'Q'-SQ also known as Spiritual intelligence. It has interfered with spirituality to help oneself in creating a balance amongst the various facets of their life. SQ is uniquely

human and the most fundamental intelligence. SQ is what we use to develop our longing and capacity for meaning, vision and value. It allows us to dream and to strive. It underlies the things we believe in and the role actions that we take and the way we shape our lives. (Zohar, 2005).

In the last few decades, spiritual intelligence has been accepted more and more as an important human functioning, which has a complex association to moral freedom and satisfaction towards the job. 'Spiritual' refers to deep feelings and beliefs as opposed to physical and material things. Any activities whether physical, emotional or intuitional etc., that leads towards greater perfection, goodness and wholeness is spiritual. A religious person may be spiritual but a spiritual person is not necessarily religious. Without the physical sun, the world will be dark, cold and a dead place. Likewise, without the soul (the heart of the inner spiritual wisdom-the inner soul) the world is full of darkness in psychology in the form of ignorance, selfishness and separateness. Therefore, spiritual refers to the evolutionary process as it drives forward human beings to perfect wholeness. Spiritual values are qualified by ever-widening horizons, synthesis, growth and wholeness as well as greater vision, understanding and integration. Spiritual Intelligence has a complex association to moral freedom and satisfaction towards the job, which is an integral part of both personal and professional development. It also fosters a sense of job satisfaction which influences the morale of the teacher and motivates them to perform better.

“To enjoy good health, to bring true happiness to one’s family, to bring peace to all, one must first discipline and control one’s own mind. If a man can control his mind, he can find the way to enlightenment and all wisdom and virtue will naturally come to him” (Gautama Buddha, 6th Century B.C).

5.1.3 Teaching Competency

Competency is a term used extensively in different contexts by different people. In the present study, competency means the capacity to apply a set of related knowledge, skills and abilities required to perform successfully in the work setting. Therefore, competencies are observable, measurable and possible to assess from the performance of the employees.

Teaching competency includes a thorough knowledge of the content. A teacher's competency mainly includes the strategies, understanding of student psychology and the process of learning. It is rightly said that teaching competency is an ability to apply theory into practical situations (Nishta, 2019). Efficient and effective performance of a teacher in the job for bringing about desirable outcomes is one of the important aspects of teaching competency.

Teacher's competency is considered as the single most determining factor that governs the quality of education. It is said that ninety (90) percent of the student's success in academic and life time achievement depends upon the teachers' competencies because whatever practising in schools define the social and intellectual competencies and character of the new generation in shaping and running the society as quality and relevance have become the catch words of 21st century.

There is a well-known fact that the role of the teacher has changed the vast changes occurring in the socio-economic, political and technological scenario of the present world. The teacher is treated as the transmitter of knowledge who fills the minds of the learner with the content of learning. Learners are becoming the active partners in the process of constructing knowledge. A teacher's role is mainly as a facilitator in the process of knowledge construction. The competency

of a teacher involves problems and needs related to education programmed that may transform an aspiring teacher into a competent professional fully equipped with knowledge and skills to perform teaching tasks exploring the possibility of generating human as well as physical resources from the community for educational purposes. In addition to mastery of basic skills, competent teachers are expected to demonstrate through understanding of the content of their curricular areas, pedagogical capabilities, communication skill and professionalism. Keeping in view, various national and international commissions and committees have accepted the importance of teacher's competency in determining the quality of the teaching learning process. Professional developments are essential prerequisites for improvement of the school system. Therefore, all progressive societies give top priority to teachers to invest rich dividends in terms of skilled human resources and in order to achieve this ends, competent teachers are required in every educational institution to increase the effectiveness of the educational institutions.

5.1.4 Job Satisfaction

Satisfaction is an essential factor in any profession. Unless a person is satisfied with the job, it is very difficult to carry on his or her duties honestly and efficiently.

Job satisfaction is the result of various attitudes of an employee towards the job. Job satisfaction is an effective reaction to an individual's work situation and has been described as a positive emotional response resulting from appraisal of one's job (Lock, 1976). One of the aspects that can lead to dissatisfaction is one's attitude towards one's job (Herzberg, 1957).

Job satisfaction implies a feeling of pleasure, happiness and motivation in rendering the job and a feeling of fulfilment or enjoyment that a person derives from the job. A person who is well satisfied with his or her job tends to achieve valuable and higher productivity as he or she shall perform the task with full of energy with commitment and complete the necessary tasks with ease and with full motivation. A person who is dissatisfied with his or her job may have no interest in his or her task and perform with fatigue and become a lethargic worker. A lethargic worker tends to achieve lower productivity as they lack motivation in his or her job and will ultimately lead to loss of profit as well as low productivity. Job satisfaction happens when an employee feels job stability, career development and a joyful balance of work. If a person has a positive perception of a job, he or she shall have job satisfaction. Job satisfaction increases when the employees have a good relationship with their peers and colleagues. A satisfied employee is always important for an organization.

Every employee wants a strong career growth and work life balance at workplace. If a teacher feels happy with the workplace environment, he or she will perform the job with all efforts.

Therefore, a teacher who is satisfied in his job shall have a wider outlook and embrace a holistic thinking approach with greater responsibility to redesign the attitude of students as well as the society in general. It is a function of the perceived relationship between what one expects and how much value or priority he/she attributes to it.

Job satisfaction is the feeling of pleasure and achievement that one experiences in the job. It is a mental condition of a person to any type of work. Many people are more interested in job satisfaction than earning large amounts of money. Someone may feel satisfaction in his/her job while his/her colleague may feel unsatisfactory in the same work depending upon their attitude towards the job. High spiritual intelligence uplift satisfaction of a teacher in their teaching job and influence the morale of the teacher and motivates them to perform better.

5.1.5 Significance of the Study

A competent teacher shall be able to face the multiplex challenges of everyday life. Our education system in today's world aims at divulging positive learning outcomes and meeting the needs of a learner in order to become productive and informed members in a society.

Therefore, redefining of teacher's professional competencies should be reviewed consistently in parallel with the growing changes and demands of the present society through continuous research studies. As the world is approaching globalization, teachers act as mediators for learning and to foster skills needed towards students so as to become a global citizen. Adequate spiritual intelligence among teachers shall ameliorate the teacher's professional performance and thereby boosts institutional productiveness. Besides, to become a competent teacher, it is imperative for the teacher to know the meaning and purpose of life, understand the values of life and possess a healthy mind-set at the workplace as these are the fundamental basis of spiritual intelligence.

If a teacher is spiritually intelligent, he/she shall be attributed to attaining a sense of morality, an ability to stamp rigid rules with cognizance and

compassion and the ability to perceive when and where cognizance and compassion have their limit and curtailment.

This study will cater on imparting spiritual values, teaching competencies and intrinsic and extrinsic factors that affect job satisfaction for all teachers. It may also serve as input to enhance and magnify the essential qualities requisite for a teacher.

Many studies suggested that spiritual intelligence escalates deep self-awareness, the ability to use spiritual wisdom, the capacity to have forgiveness and the ability to understand multiple levels of consciousness (meditation) and therefore shall have a positive impact on an individual's psycho-social wellbeing and quality of life. Taking into consideration, the three variables of the present study viz. spiritual intelligence, teaching competency and job satisfaction of all teachers, it laid greater significance on the overall performance and productivity of schools. The findings of the study may also encourage other researchers to carry off interest in the related problems for further research. Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa.

The main focus of the present study is to examine the relationship between spiritual intelligence, teaching competency and their ways of conceiving the concept of job satisfaction among competent teachers of higher secondary schools in Mizoram. Spiritual intelligence helps teachers solve global problems as it creates global awareness (Sisk, 2008). Spiritual intelligence magnifies the job satisfaction of a person and determines the morale of the teacher and motivates them to perform better in their job.

As spiritual intelligence, teaching competency and job satisfaction are interrelated to one to another, a person who is highly spiritual intelligent shall have better job satisfaction and orientation in rendering the task and if a person performed the task with pleasure, happiness and motivation, he/ she can perform the job with ease and able to relish the work and task diligently. A spiritually intelligent teacher is always optimistic about the future and shall acquire spiritual traits such as benevolence, compassionate attitude towards others, conviction, modesty, magnanimity and humility. Likewise, a competent teacher shall meet the required traits that the teacher must possess such as teaching skills, emotional competencies, psycho-social skills, academic performance, leadership quality and exemplary personality. Moreover, an employee can be inclined by many important factors in order to have satisfaction in his/ her job which includes an intrinsic aspect of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers. Therefore, one could not under-value the significance and the applicability of these important components of spiritual intelligence, teaching competency and job satisfaction.

Spiritual intelligence has the ability to dissolve old patterns and old ways of thinking. It also has the force to dissolve old motivations and access higher meanings, values, purposes, existence and unconscious aspects of the self and to have richer and more creative values of life. On the other hand, whatever practice in schools today defines the social and intellectual competencies and character of the new generation in shaping and running the society. Therefore,

teacher competency is considered as one of the most crucial factors in determining the quality of education. Moreover, in order to carry out the profession efficiently and effectively, one needs to have a positive attitude towards his/her profession. Job satisfaction is an attitude of individuals towards their jobs which results from their views of the jobs and the extent to which there is an apt relationship between the individual and the organization. Many research studies highlighted the relationships between the three variables viz. spiritual intelligence, teaching competency and job satisfaction owing to the fact that spiritual intelligence makes us wholesome individuals, thereby understanding human values with integrity and attaining profound satisfaction in life. Spirituality helps in inculcating values and builds culture in an institution. (Jurkiewicz & Giacalone, 2004) High spirituality makes employees more responsible and even loyal. (Rego & Cunha, 2008). Spiritual Intelligence helps teachers to carry out their functions as teachers. Teachers are regarded as someone very high in society. (Emmons, 2000).

On the basis of the related studies, it was also found that spiritual intelligence, teaching competency and job satisfaction have been more and more accepted as an important part of human productivity. As such, the topic of the present study is a burning issue for bringing quality education as it is a relevant problem for study and applicable findings that more researches can be conducted in this specific area in order to find out the effective measures to provide the necessary moral, spiritual upliftment, teaching proficiency and job satisfaction among teachers of higher secondary schools. Competent teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. This will embrace holistic thinking and will enable them to

think critically and creatively for themselves. Awareness of proper nurturing of spiritual intelligence, teaching competencies and job satisfaction are the most urgent needs of the hour among teachers from elementary to university level.

The present study, 'A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of Higher Secondary School Teachers in Mizoram', is an important investigation to identify the challenging and emerging factors associated with the teachers in performing their job as teachers play a pivotal role in the enlightenment of human civilization through the process of education and contributed to development its citizens.

Therefore, the present study will serve with purpose to foster the psycho-social wellbeing of higher secondary school teachers in Mizoram. Since spiritual intelligence, teaching competency and job satisfaction are important aspects of a teacher to possess, the investigator considers the study as a dire need to solve the strain and awkwardness confronted among today's youths and leading the adolescents into the right track in the midst of life in shaping and reshaping the society and in determining the quality of life full of uncertainty. Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa. Till today, many research has been done on spiritual intelligence, teaching competency and job satisfaction, but no studies have yet been conducted in context to Mizoram.

5.1.6 Objectives of the Study

1. To assess the level of spiritual intelligence of higher secondary school teachers in Mizoram.
2. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.
3. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.
4. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.
5. To assess the level of teaching competency of higher secondary school teachers in Mizoram.
6. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management.
7. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to gender.
8. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.
9. To assess the level of job satisfaction of higher secondary school teachers in Mizoram.
10. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.
11. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to gender.
12. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

13. To examine the relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.
14. To examine the relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
15. To examine the relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

5.1.7 Hypotheses of the Study

Based upon the objectives, the following null hypotheses were formulated:

1. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.
2. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.
3. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.
4. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management.
5. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender.
6. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.
7. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.
8. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.

9. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.
10. There is no significant relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.
11. There is no significant relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
12. There is no significant relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

5.1.8 Statement of the Problem:

The title of the present study is “A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of Higher Secondary School Teachers in Mizoram”.

5.1.9 Population of the Study

The population of the study consisted of all the teachers working in government and private higher secondary schools in Mizoram. At present, there are twenty (20) government higher secondary schools and one hundred nineteen (119) private higher secondary schools in Mizoram. There are four hundred seventy-one (471) government higher secondary school teachers in Mizoram, out of which there are two hundred thirteen (213) male teachers and two hundred fifty-eight (258) female teachers working under Government Higher secondary schools in Mizoram. There are seven hundred and eight-two (782) private higher secondary school teachers in Mizoram, out of which four hundred forty-nine (449) are male teachers and three hundred thirty-three (333) are female teachers working under private higher

secondary schools in Mizoram. (Annual Publication (2017-2018), Statistical Cell, Directorate of School Education Mizoram, Aizawl).

5.1.10 Sample of the Study

The sample selected should be the representation of a larger population for a research study to arrive at a general conclusion.

For the present study, stratified random sampling has been used to obtain a sample that best represents the entire population being studied. When sub-populations vary considerably, it is advantageous to sample each sub-population (status independently). In Mizoram, since there are no separate higher secondary schools for different streams of study viz. arts stream, science stream and commerce stream, each school has two or more combinations of streams of study. Therefore, the schools from where the sample selected were considered as schools for arts stream, schools for science stream and schools for commerce stream in the tabulation of the overall distribution of sample of higher secondary school teachers in Mizoram.

Stratified random sampling was done on a sample of six hundred (600) higher secondary school teachers from the three districts of Mizoram, viz. Aizawl district, Lunglei district and Champhai district. Out of the total sample of six hundred (600) higher secondary school teachers, three hundred (300) teachers from government higher secondary schools and three hundred (300) teachers from private higher secondary school teachers were selected. Out of six hundred (600) respondents, three hundred ten (310) male higher secondary school teachers and two hundred ninety (290) female higher secondary school teachers had participated.

From the arts stream, out of three hundred six (306) higher secondary school teachers, one hundred forty-five (145) male and one hundred sixty-one (161) female

higher secondary school teachers were selected for the study. From science stream, two hundred five (205) teachers consisting of one hundred eleven (111) male teachers and ninety-four (94) female teachers of higher secondary schools had participated. From commerce stream, eighty-nine (89) including fifty-four (54) male and thirty-five (35) female higher secondary school teachers in Mizoram had participated.

5.1.11 Delimitation of the Study

The study was delimited to government and private higher secondary school teachers from three (3) districts of Mizoram viz. Aizawl, Lunglei and Champhai.

5.1.12 Tools and Techniques Used

The following tools were employed for the present study:

Spiritual Intelligence Scale

In order to find out the level of spiritual intelligence of higher secondary school teachers in Mizoram, Spiritual Intelligence Scale developed by Santosh Dhar & Upinder Dhar (2010) Spiritual Intelligence Scale (SIS-DD) (English Version) is employed for the study. This scale consists of fifty-three (53) items covering 6 dimensions viz. benevolence, modesty, conviction, compassion-magnanimity, optimism-

Teaching Competency Scale

In order to find out the level of teaching competency of higher secondary school teachers in Mizoram, Teaching Competency Scale was developed by the investigator. It covers 6 dimensions as follows:

- 1) Teaching skills- Every profession demands certain specific skills and competence on the part of its practitioners. Similarly, teaching skills is a set of skills to put theoretical knowledge into practice. Teaching skill is the ability and a set of skills to strictly overt behaviours of the teacher (verbal and non-verbal) that can be detected, measured and improved.
- 2) Emotional Competencies- Emotional competencies are a group of generic skills that can be applied to many types of emotion-related skills. It is the ability to identify and discriminate between positive and negative emotions at the right time, right place and right situation.
- 3) Psycho-social Skill- Psycho-social skills refers to an individual's personal and social relationships with the environment. It involves maintaining a positive outlook, enriching the lives of others and the ability to meet the demands of life.
- 4) Academic Performance- Academic performance of teacher refers to teacher's academic self-efficacy and performance self-efficacy in milieu to their teaching profession. Here, academic performance of teachers refers to their personal and professional growth in knowledge, skills, and dispositions.
- 5) Leadership Quality- Leadership qualities of teachers are to serve as mentors, a key metaphor, and facilitators in myriad ways. Strive for pedagogical excellence by showing genuine interest in students' needs and well-being. Teacher who is a good leader shall strive for pedagogical excellence by showing genuine interest in students' needs and psycho-social well-being.

6) Personality- Personality defines who we are and how we interact with others. Our behaviour reflects our personality and informs how different we are from others. Personality of a teacher is predominant in educational institutions as they are the key reflective practitioner for students.

The scale contains 32 items. Each item is in the form of five options of Likert type five points rating scale. Each item has 5 response alternatives- strongly agree, agree, not sure, disagree, strongly disagree respectively

Job Satisfaction Scale

To find out the level of job satisfaction of higher secondary school teachers in Mizoram, Job Satisfaction Scale (DJSS), (English Version) developed by Meera Dixit (1993) consisting of 52 items was used. The scale comprised of eleven (11) factors such as - intrinsic aspect of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers.

5.1.13 Procedure of Data Collection

The investigator personally visited government and private higher secondary schools from where the data was collected in the three (3) districts of Mizoram - Aizawl, Lunglei and Champhai district during 20th June 2019 to 2rd December 2019.

Permission was taken from the Principals of the respective higher secondary schools for collection of data. After taking necessary permission from the Principals, the investigator requested all the teachers to give their valuable responses in all the tools used for the study. When all the teachers had

completed the responses, the investigator again visited all the schools from where the study had been done and collected the statement from all the respective administering schools. For collection of data, in some schools, it took two to three days to complete the statements, at the meantime, it needed one or two weeks in other schools to complete the responses because unlike data collection among students, collection of data among teachers took more time to complete because teachers are busy with their profession and they have very little leisure time. So, in the midst of their busy and urgent necessary work, they spared their valuable time to complete the statements.

The researcher thankfully acknowledged all the participants who gave their valuable effort to complete the statements, without which the present study would not have been accomplished.

5.1.14 Statistical Techniques Employed

The data were analyzed by statistical techniques such as Percentages, Mean, Standard Deviation, 't' test, Analysis of Variance (ANOVA) and Multiple Correlation.

- 1) Percentage, Mean and Standard Deviation were used to find out the level of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
- 2) 't' test - to find out the significant difference with reference to type of management and gender.
- 3) ANOVA- to find out the significant difference in different streams of study.

- 4) Multiple Correlation - to find out the relationship among spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

5.2 Major Findings

Statistically analyzed of the obtained results were shown in the following ways:

5.2.1 Overall level of Spiritual Intelligence of higher secondary school teachers in Mizoram.

- Higher secondary school teachers in Mizoram have an average level of spiritual intelligence.
- 30 (5%) teachers of higher secondary schools in Mizoram were found to have a very high level of spiritual intelligence. 135 (22.5%) teachers of higher secondary schools were found to have a high level of spiritual intelligence. Almost half of the higher secondary school teachers 297 (49.5%) of higher secondary schools were found to have an average level of spiritual intelligence. 133 (22.16%) teachers of higher secondary schools were found to have a low level of spiritual intelligence and only 5 (0.83%) teachers of higher secondary schools in Mizoram were found to have very low level of spiritual intelligence.

5.2.2 Comparison of Spiritual Intelligence of higher secondary school teachers in Mizoram with reference to type of management.

- No significant differences were found between government higher secondary school teachers and private higher secondary school teachers in Mizoram in their level of spiritual intelligence.
- From government higher secondary school teachers in Mizoram, only 12 (4%) teachers of higher secondary schools were found to have a very high level of spiritual intelligence, whereas 18 (6%) teachers of private higher secondary

schools were found to have a very high level of spiritual intelligence. 65 (21%) teachers from government higher secondary schools and 70 (23.3%) teachers from private higher secondary school teachers were found to have a high level of spiritual intelligence, which indicated that private higher secondary school teachers were found to be more spiritually intelligent in which 23.3% of teachers falls within the range of 'high' as compared to only 6% government higher secondary school teachers who scored high level of spiritual intelligence. 149 (49.6%) teachers from government higher secondary schools and 148 (49%) teachers from private higher secondary school teachers were found to have an average level of spiritual intelligence. 72 (24%) government higher secondary school teachers and 61 (20.3%) teachers from private higher secondary schools were found to have low level of spiritual intelligence. Only 2 (0.6%) teachers from government higher secondary schools and only 3 (1%) teachers from private higher secondary schools were found to have a very low level of spiritual intelligence in Mizoram.

5.2.3 Comparison of Spiritual Intelligence of higher secondary school teachers in Mizoram with reference to gender.

- No significant differences were found between male and female higher secondary school teachers in Mizoram in their spiritual intelligence.

5.2.4 Comparison of Spiritual Intelligence of higher secondary school teachers in Mizoram with reference to stream of study.

- No significant differences were obtained in spiritual intelligence among higher secondary school teachers in Mizoram with reference to stream of study.

5.2.5 Overall level of Teaching Competency of higher secondary school teachers in Mizoram.

- Higher secondary school teachers in Mizoram have an average level of teaching competency.
- 38 (6.33%) teachers of higher secondary schools in Mizoram were found to have superior level in teaching competency. 296 (49.33 %) teachers of higher secondary schools were found to have above average level of teaching competency. 259 (43.16%) teachers of higher secondary schools were found to have an average level of teaching competency. Only 7 (1.16%) teachers of higher secondary schools were found to have below average level in teaching competency and no teachers of higher secondary schools were found to have poor level of teaching competency in Mizoram.

5.2.6 Comparison of Teaching Competency of higher secondary school teachers in Mizoram with reference to type of management.

- No significant differences were found between government and private higher secondary school teachers in Mizoram in their teaching competency.
- 19 (6.33%) teachers from both government higher secondary schools and private higher secondary schools in Mizoram were found to have superior level of teaching competency. 148 (49%) teachers from both government higher secondary schools and private higher secondary schools were found to have above average level of teaching competency. 129 (43%) teachers from government higher secondary schools and 130 (43.3%) teachers from private higher secondary schools were found to have average level in their teaching competency. Only 4 (1.3 %) teachers from government higher secondary schools and only 3 (1%) teachers from private higher secondary schools were found to have below average level of teaching competency and no teacher was

found to have poor level of teaching competency among the higher secondary school teachers in Mizoram.

5.2.7 Comparison of Teaching Competency of higher secondary school teachers in Mizoram with reference to gender.

No significant differences were found between male and female teachers of higher secondary schools in Mizoram.

5.2.8 Comparison of Teaching Competency of higher secondary school teachers in Mizoram with reference to stream of study.

- Significant differences were found between the pairs arts and science and between commerce and science higher secondary school teachers in Mizoram.

5.2.9 Level of Job Satisfaction of higher secondary school teachers in Mizoram.

- Higher secondary school teachers in Mizoram were found to be in the satisfied (average) level in their job satisfaction.
- 18 (3%) teachers of higher secondary schools in Mizoram were found to be fully satisfied in their job. 93 (15.5%) teachers of higher secondary schools were found to be well satisfied in their teaching job. 369 (61.5%) teachers of higher secondary schools were found to be satisfied with their teaching job. 110 (18.33%) teachers of higher secondary schools were found to be slightly satisfied with their job and only 10 (1.66%) teachers of higher secondary schools in Mizoram were found to be dissatisfied with their job.

5.2.10 Comparison of Job Satisfaction of higher secondary school teachers in Mizoram with reference to type of management.

- Significant differences were found in job satisfaction between government and private higher secondary school teachers in Mizoram.
- 9 (3%) teachers both from government higher secondary schools and private higher secondary schools in Mizoram were found to be fully satisfied with their teaching job. 38 (12.66%) teachers from government higher secondary school teachers and 55 (18.43%) teachers from private higher secondary school teachers were found to be well satisfied with their job. 186 (62%) teachers of government higher secondary schools and 183 (61%) teachers from private higher secondary schools were found to be satisfied with their job. 64 (21.34 %) teachers of government higher secondary school teachers and 46 (15.3%) teachers of private higher secondary schools were found to be slightly satisfied with their job. 3 (1%) teachers of government higher secondary schools and 7 (2.3 %) teachers from private higher secondary schools in Mizoram were found out to be dissatisfied with their job.

5.2.11 Comparison of Job Satisfaction of higher secondary school teachers in Mizoram with reference to gender.

No significant differences were found in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.

5.2.12 Objective 12: To compare the level of Job Satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

- No significant differences were obtained in job satisfaction among higher secondary school teachers in Mizoram with reference to stream of study.

5.2.13 Relationship between Spiritual Intelligence and teaching competency of higher secondary school teachers in Mizoram.

Positive strong correlations were found between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

5.2.14 Relationship between Teaching Competency and job satisfaction of higher secondary school teachers in Mizoram.

Positive moderate correlations were found between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

5.2.15 Relationship between Spiritual Intelligence and job satisfaction of higher secondary school teachers in Mizoram.

Positive moderate correlations were found between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

5.3 Conclusions

Based on the three (3) variables of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram, the following conclusions were drawn as follows:

Spiritual Intelligence

1. The overall findings from the study indicated that the higher secondary school teachers in Mizoram have an average level of spiritual intelligence.
2. No significant differences were found in spiritual intelligence among teachers of higher secondary schools in Mizoram with reference to type of management.

3. No significant differences were found between male and female teachers of higher secondary schools in Mizoram.
4. No significant differences were found in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.

Teaching Competency

1. In teaching competency, the study indicated that higher secondary school teachers in Mizoram have an average level.
2. No significant differences were found in teaching competency of higher secondary schools in Mizoram with reference to type of management.
3. No significant differences were found between male and female teachers of higher secondary schools in Mizoram.
4. Significant differences were found in teaching competency among higher secondary school teachers in Mizoram with reference to stream of study.

Job Satisfaction

1. In job satisfaction, teachers of higher secondary schools in Mizoram were in the satisfied (average) level in job satisfaction.
2. Significant differences were found in job satisfaction of higher secondary schools in Mizoram with reference to type of management as private higher secondary school teachers in Mizoram have better job satisfaction than government higher secondary school teachers in Mizoram.
3. No significant differences were found between male and female teachers of higher secondary school teachers in Mizoram.

4. No significant differences were found in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

Relationship among Spiritual Intelligence, Teaching Competency and Job Satisfaction

1. Positive strong correlations were found between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.
2. Positive moderate correlations were found between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
3. Positive moderate correlations were found between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

5.4 Educational Implications

Though the present study was restricted to only 600 teachers from the three districts of Mizoram viz. Aizawl district, Lunglei district, Champhai district, the present research findings has practical implications for parents, teachers, school counsellors, school practitioners, educational administrators as well as the stakeholders. Spiritual intelligence, teaching competency and job satisfaction of teachers laid substantial emphasis on the co-operation, contentment and effective interpersonal relationship between the teacher and the taught, building mutual understanding and respect between the teaching and non-teaching staff.

Spiritual intelligence blends scientific conceptions of human development with a holistic approach. Henceforth, only teachers who are spiritually intelligent can stimulate the development of students. Teacher as a key metaphor is always a role model for students. Multicultural and educational theories asserted that spirituality and religion are components of every student's sense of cultural self-

identity. Henceforth it is essential for a teacher to be spiritually intelligent so as to imprint upon students the essential spiritual traits and realms. Accordingly, improving spiritual intelligence helps an individual towards adopting a positive outlook and achieving inner and outer peace. Another important module for an effective teacher is to have teaching competencies and to be satisfied in the teaching profession.

Teaching competency is more than just having knowledge, expertise and skills. It involves the ability to procure teaching skills, emotional competencies, psychosocial skills, commitment, virtuous academic performance, leadership skills and exemplary personality. Henceforth, a competent teacher shall integrate global learning experiences into a practical curriculum and facilitate a classroom environment that values diversity. Spiritual intelligence helps to develop the teaching competencies and enhance job satisfaction in the teachers. Satisfaction with teaching as a career, not merely as a job, is a matter of concern since it is associated with teacher effectiveness and therefore subsequently affects student achievements and learning outcomes. High quality teacher training programs such as dialogue sessions, colloquium, open discussions and conducting a plethora of co-curricular activities for developing spiritual intelligence, job satisfaction and teaching competencies must be organized in schools. Spiritually intelligent teacher indicates a need for a deep understanding of existential questions and insightful learning into multiple levels of consciousness for students in a classroom setting and thus advocate on critical and reflective thinking of students.

5.5 Recommendations for Further Research

Orientation courses, refreshers' course, attending seminars and conferences for all teachers at various levels of education should be organized at least once in a year. Provisions should be given to higher secondary school teachers to avail study leave for conducting research and professional training in their respective subjects so as to promote their professional perspectives. State government in Mizoram shall raise standards of teachers and facilitate conventional inspection and evaluative assessment especially in private higher secondary schools in regard to meeting essential educational qualifications for teaching at the higher secondary school level.

Wider use of ICT advancement and its integration among the higher secondary school teachers to accelerate and achieve better learning outcomes for all students must be stoutly encouraged. Provision of remittance should be given for teachers those who heightened themselves in the area of educational research, knowledge and skill training in order to achieve the quality of education which was enshrined in the National Education Policy 2020 so that all teachers enable aspirations and motivation for their further learning and for productive learning outcomes. Many studies found out that teachers attaining higher educational qualifications are likely to be more sustained in their teaching job.

We need to create a provision for further learning and continuous education for teachers as Rabindranath Tagore emphatically said that 'a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame'.

Timely inspection of each and every school should be scheduled by the educational administrators to ensure the prevailing physical infrastructure and social environment existing in the schools. The Principals of all respective schools need to inspect, monitor and evaluate the scholastic and non-scholastic activities of teachers.

The New National Education Policy (NEP) aims to overhaul the education system towards meeting the needs of the 21st century and proposed a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills such as analysis, critical thinking, and conceptual clarity. Henceforth, teachers at all levels of education have to reinforce their pedagogical knowledge. Higher secondary school teachers in Mizoram needed to keep up and ameliorate with the relevant research, policies and practices of teaching and learning activities for providing appropriate guidance and support towards students based on the demand of the situations to meet the challenges of increasing diverse needs of students.

On the basis of the present study, 'A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of higher Secondary School Teachers in Mizoram,' the following recommendations are made for further research:

1. The present study was confined to only three districts of Mizoram viz. Aizawl, Lunglei and Champhai. The same study may be conducted covering the eleven districts in Mizoram.
2. The present study covers only higher secondary school teachers in Mizoram. The same study may be conducted covering different levels of education such as elementary, secondary, college and university level.

3. A similar study using mixed approach research-both qualitative and quantitative methods may also be taken up in future at various levels of education.
4. A comparative study of spiritual intelligence and personality of teachers in Mizoram may also be taken up for further research.
5. A cross sectional study on teaching competency and psycho-social well-being of teachers from elementary level to university level in Mizoram may also be taken up for further research.
6. The same study may be taken up on teachers by applying different methods and techniques of data collection such as checklists, unstructured interview, opinionnaire etc., specially designed for Mizo teachers.
7. A correlational study on spiritual intelligence and social intelligence of teachers at various levels of education can be taken up for further research.
8. A similar study can be taken up for school administrators, principals and school personnel.
9. Critical analysis of teaching competency of higher secondary school teachers in relation to their professional development can also be taken up for further research.
10. A cross sectional study on job satisfaction and employee attitude can be taken up for further study.

11. A study of spiritual intelligence among parents, students, educational administrators, school personnel and stakeholders can also be taken up for further studies.
12. A cross sectional study on teaching competencies and ICT competencies of teachers from pre-primary to university level can also be taken up for further research.
13. Relationships of job satisfaction and job commitment of secondary and higher secondary school teachers may be taken up for further research.
14. Relationships of spiritual intelligence, resilience and perceived stress among school and college teachers can be taken up for further research.

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Please fill up the following information:

Name _____

Gender: Male () Female ()

Name of School _____

Name of District _____

Educational Qualification _____

Stream of Teaching: Arts/ Science/ Commerce _____

Type of School Management: Government ()

Private ()

INSTRUCTIONS

Dear teacher,

Here are given a few statements relating to the level of Spiritual Intelligence, Teaching Competency and Job Satisfaction with regard to teaching and other activities in the school.

Kindly read the statements and decide in which one of the five responses most appropriate in your transacting the teaching-learning process.

Five alternatives are provided against each statement- 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', 'Strongly Disagree'. Please read the statements and give your frank and objective response by putting a tick (✓) mark. There are no right or wrong responses. Your responses will be kept confidential and will be used only for research purpose.

APPENDIX-I

SPIRITUAL INTELLIGENCE SCALE (SIS)

Dr.Santosh Dhar &
Dr.Upinder Dhar (Jaipur)

S/N	STATEMENTS	RESPONSE ALTERNATIVE				
No.		Strongly Agree	Agree	Not Sure	Dis-agree	Strongly Disagree

1. I am able to bring my 'complete self' to work.

() () () () ()
2. I am able to deploy full creativity emotion and intelligence at workplace.

() () () () ()
3. I often experience joy at the work place.

() () () () ()
4. I often feel excited about the nature of my job.

() () () () ()
5. I have a strong sense of humor. () () () () ()
6. I am proud of my organization. () () () () ()
7. I am proud of my achievement. () () () () ()
8. Organizational success depends upon the extent an organization has learnt to foster spirituality.

() () () () ()
9. I am able to express my emotions freely.

() () () () ()
10. I have ability to realize my full potential as a person.

() () () () ()
11. I am associate with an ethical organization.

() () () () ()
12. I am engaged in an interesting work.

() () () () ()

S/N No.	STATEMENTS	RESPONSE ALTERNATIVE				
		Strongly Agree	Agree	Not Sure	Dis- agree	Strongly Disagree

13. I have good colleagues.

() () () () ()

14. I am associated with various bodies to
serve mankind.

() () () () ()

15. Beyond a certain threshold, money ceases to be the
most important.

() () () () ()

16. I like to extend service to future generations

() () () () ()

17. I am able to show more of intelligence than emotions and
feeling at work.

() () () () ()

18. I have availed ample opportunities to realize full potential
as a person.

() () () () ()

19. I often experience harmony and tend to be in touch
with universe.

() () () () ()

20. I rarely compromise on my basic values in making important
decision.

() () () () ()

21. I believe in a higher power or God.

() () () () ()

22. Sometimes, I pray for coworkers who were going through
difficult times.

() () () () ()

23. I pray to higher power or God to get me through
the day.

() () () () ()

24. I thank God for something good that happened.

() () () () ()

25. Spirituality is intensely personal.

() () () () ()

26. Higher power or God governs everything

() () () () ()

S/N No.	STATEMENTS	RESPONSE ALTERNATIVE				
		Strongly Agree	Agree	Not Sure	Dis- agree	Strongly Disagree

27. A person must experience a severe crisis in order to embark
on the search for spirituality. () () () () ()
28. I experience little tension or contradiction in what might seem
to be irreconcilable opposites. () () () () ()
29. I move easily and confidently between the highest and the
Lowest social strata. () () () () ()
30. I pray everyday for guidance in making
tough decision. () () () () ()
31. I often have a feeling that no matter how bad things get,
it will always work out somehow. () () () () ()
32. There is as much goodness in the world as there
is evil. () () () () ()
33. I strive to produce the products and services that would serve
whole of mankind. () () () () ()
34. I care for others. () () () () ()
35. I am optimistic about future. () () () () ()
36. Universe is the intentional result of higher
intelligence. () () () () ()
37. I experience inner peace and calm. () () () () ()
38. I often have a deep feeling of inter-connectedness
of everything. () () () () ()

S/N No.	STATEMENTS	RESPONSE ALTERNATIVE				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagree

39. Spirituality is a bonding or uniting force.

() () () () ()

40. Everything worthwhile is possible through an enactment of

proper values. () () () () ()

41. Profits follow directly from being ethical,

not the other way round. () () () () ()

42. No organization can survive for long without

spirituality and soul. () () () () ()

43. I forgive others for their mistakes. () () () () ()

44. I value people as human beings. () () () () ()

45. I help others without any expectations from them.

() () () () ()

46. I do not keep ill feelings against anybody.

() () () () ()

47. I trust in God. () () () () ()

48. I do not exploit people. () () () () ()

49. I possess a high degree of self-awareness.

() () () () ()

S/N No.	STATEMENTS	RESPONSE ALTERNATIVE				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagree

50. I sacrifice my pleasure for helping needy people.

() () () () ()

51. I live life as an opportunity.

() () () () ()

52. I stand against injustice.

() () () () ()

53. I do not hurt anyone deliberately.

() () () () ()

APPENDIX-II

TEACHING COMPETENCY SCALE

Lallianvungi

Research Scholar

Dept.of Education, MZU

<i>S/N No.</i>	<i>STATEMENTS</i>	<i>RESPONSE ALTERNATIVES</i>				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagree

1. I have a good communication skill. () () () () ()
2. I could express my thoughts and feelings fluently
in my teaching. () () () () ()
3. I keep all students actively involved in learning by using verbal and non-verbal cues. () () () () ()
4. I can always explain my subject content clearly.
() () () () ()
5. I always maintain classroom discipline.
() () () () ()
6. I pre-planned the topics before I take class.
() () () () ()
7. My students often come to me to discuss their learning difficulties.
() () () () ()
8. I assess the pupils' progress based on the scholastic and non-scholastic areas.
() () () () ()
9. I get easily irritated. () () () () ()
10. I am capable of managing my anger when dealing with students.
() () () () ()
11. I have a thorough knowledge of the subject I have to teach.
() () () () ()

<i>S/N</i> <i>No.</i>	<i>STATEMENTS</i>	<i>RESPONSE ALTERNATIVES</i>				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagre

12. I could retain words, texts and figures for a longer period.

() () () () ()

13. I suggest new ideas and plans to be taken out in school.

() () () () ()

14. I develop a mutual understanding among teaching and non-teaching staff for the proper functioning of the school.

() () () () ()

15. I spend most of my time for solving others' problems.

() () () () ()

16. I involve in planning community services undertaken by the school.

() () () () ()

17. I attend the faculty development programme every year.

() () () () ()

18. I attend /present / publish papers in the National or International Conferences and Journals.

() () () () ()

19. I actively involved in the co-curricular activities like NCC, Scout and Guide etc.

() () () () ()

20. I give my extra time for the welfare of my students.

() () () () ()

21. I contribute in developing the contents of the text-books for higher secondary school level.

() () () () ()

<i>S/N</i> <i>No.</i>	<i>STATEMENTS</i>	<i>RESPONSE ALTERNATIVES</i>				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagre

22.I have democratic attitude and impartial behaviour in dealing with students.

() () () () ()

23.I reveal flexibility and adaptability in decision making.

() () () () ()

24.I can control my temperaments when problems arise.

() () () () ()

25.I am a well-disciplined teacher. () () () () ()

26.I serve as a decision maker in group () () () () ()

27.I lead my students to follow the right path.

() () () () ()

28.I take a leading role in implementation of new programmes.

() () () () ()

29.Teachers should maintain simple and decent dress code.

() () () () ()

30. I am easy going and get along well with all kinds of people.

() () () () ()

31. I find myself to be a role model in maintaining personal hygiene.

() () () () ()

32.I stick to the use of my time schedule. () () () () ()

APPENDIX-III

JOB SATISFACTION TEST (JSST)

Dr. (Mrs.) Meera Dixit (Lucknow)

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
------------	------------	-------------------	-------	----------------	---------------	----------------------

1. By nature you feel you are suited for the teaching job.
() () () () ()
2. Your institution is in a locality suitable for its working.
() () () () ()
3. You are getting a salary commensurate with your work.
() () () () ()
4. Your institution is teacher oriented.
() () () () ()
5. You feel that the head of your institution is quite suitable for the post.
() () () () ()
6. The majority of the teachers of your institution work with a spirit of co-
operation.
() () () () ()
7. Students are respectful towards you.
() () () () ()
8. Being in this job, you feel that you have a respectful place in the community.
() () () () ()
9. Your profession has been helpful in providing suitable
education to your children or dependents.
() () () () ()
10. Your institution is a neat and clean place where you would like to work..
() () () () ()
11. You derive pleasure in teaching. () () () () ()

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
------------	------------	-------------------	-------	----------------	---------------	----------------------

12. There are opportunities for promotion in your job.

() () () () ()

13. You have opportunities for expressing your opinion in organizational matters of your institution.

() () () () ()

14. The head of your institution is an impartial person.

() () () () ()

15. Teaching-learning activity goes on smoothly in your class.

() () () () ()

16. You are able to develop rapport with your colleagues and feel happily Adjusted.

() () () () ()

17. Your friends and relatives pay due regard to your profession.

() () () () ()

18. You have opportunity and time for recreation and looking after the welfare of your family.

() () () () ()

19. In your profession, there are opportunities to get extra payment for extra work you do besides regular teaching.

() () () () ()

22. Your working hours in the institution suit you.

() () () () ()

21. The head of your institution takes due care of your welfare as well as of other.

() () () () ()

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
------------	------------	-------------------	-------	----------------	---------------	----------------------

22. As a teacher you are liked by your pupil.

() () () () ()

23. Your standard of living which you are able to maintain with your total emoluments gives you the feeling for fair comfort.

() () () () ()

24. There is proper arrangement for light and ventilation in your classroom.

() () () () ()

25. You enjoy your work more than your leisure.

() () () () ()

26. There is freedom for you to plan your working in your job.

() () () () ()

27. You like the way the Head of the institution deals with his teachers.

() () () () ()

28. Good relationship exist between teachers and students in your Institution.

() () () () ()

29. The laboratories of your institution are well equipped.

() () () () ()

30. If there is an opportunity you would like to move over to another

profession on same emoluments. () () () () ()

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
------------	------------	-------------------	-------	----------------	---------------	----------------------

31. There is security of job as long as you do good work.

() () () () ()

32. You receive appreciation for your good work from your superiors.

() () () () ()

33. You get proper opportunities to develop proper understanding

with the parents of your pupils. () () () () ()

34. Teacher-pupil ratio in your class is in keeping with such norms

that you are not overburdened with work. () () () () ()

35. Teaching profession has a bright future. () () () () ()

36. In the library of your institution books are readily available for your use.

() () () () ()

37. Your fellow workers are always ready to render their help when you need it.

() () () () ()

38. Your institution is setting an example of good discipline and academic achievement for others.

() () () () ()

39. You are able to help pupils in building their character and developing good study habits.

() () () () ()

40. Besides teaching-learning programme, there is scope for you to participate in games.

() () () () ()

41. You like the way the head of your institution takes care of complaints brought to him by his men.

() () () () ()

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
------------	------------	-------------------	-------	----------------	---------------	----------------------

42. Your co-workers regard you as their equals.

() () () () ()

43. Your classrooms are suitable furnished. () () () () ()

44. Your colleagues opt you to perform any responsible work so that
you might feel elevated.

() () () () ()

45. This is good that transfers are avoided in your job.

() () () ,() ()

46. You have opportunities for advancement of your professional qualifications.

() () () () ()

47. Besides games you have occasion to participate in various co-

curricular activities in your institution. () () () () ()

48. Audio-visual aids are readily available for your use.

() () () () ()

49. Your institution is within easy reach of your Residence.

() () () () ()

50. On retirement pension/provident fund/insurance benefits are available to you.

() () () () ()

51. The classrooms of your institution have adequate space for the students to be
seated comfortably.

() () () () ()

52. You feel a sense of dignity in the job. () () () () ()

***Thank you so much for giving your precious time to complete the statements. Your
great contributions will be very useful for the study.***

BIO-DATA OF THE CANDIDATE

NAME : LALLIANVUNGI
FATHER'S NAME : SIAMLIANA
SEX : FEMALE
ADDRESS : CHALTLANG VENGLAI,
AIZAWL
NATIONALITY : INDIAN
EMAIL : fkmmalian@gmail.com

Educational Qualifications

SI. No	Name of Examination	Year of passing	Name of Board/University
1	HSLC	1993	MBSE
2.	PUC	1996	NEHU
3.	BA (Edn)	1999	NEHU
4.	MA (Edn)	2002	MZU
5.	MA (Sociology)	2019	IGNOU
6.	M. Phil (Edn)	2006	MKU
7.	B.Ed	2008	IGNOU
8.	M.Ed	2012	IGNOU
9.	NET	2013	UGC
10.	Course on Computer Concepts	2017	NIELIT
11.	Certificate in Nutrition and Childcare	2019	IGNOU
12.	Online Course on Life Skill Education	2020	MZU

PARTICULARS OF THE CANDIDATE

NAME OF THE SCHOLAR :LALLIANVUNGI
DEGREE :DOCTOR OF PHILOSOPHY
DEPARTMENT : EDUCATION
TITLE OF THE *THESIS* : *A STUDY OF SPIRITUAL INTELLIGENCE,
TEACHING COMPETENCY AND JOB
SATISFACTION OF HIGHER SECONDARY
SCHOOL TEACHERS IN MIZORAM*

DATE OF ADMISSION :05. 08. 2016

APPROVAL OF RESEARCH PROPOSAL

1. DRC : 31.10.2017
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3. SCHOOL BOARD : 06. 11. 2017

MZU REGISTRATION NO. : 1600775

Ph.D. REGISTRATION No. & DATE : MZU/Ph.D./1047 of 06. 11. 2017

EXTENSION (If any) : NIL

(Prof. H.MALSAWMI)

Head

Department of Education

1. Introduction

Teachers are the biggest assets and pillars of educational institutions. Teaching as a profession is becoming exigent and there is a call for more competent teachers so as to meet the demand of complex classroom situations and to meet the demands of the society. Today, we live in a globalized multicultural society and it is not only emotional and social intelligence that are the most pressing matter, but it is spiritual intelligence that enables teachers to teach competently and effectively with a pragmatic attitude and satisfaction in their teaching profession. If a teacher is spiritually intelligent, he/she shall be attributed to attaining a sense of morality, an ability to stamp rigid rules with cognizance and compassion and the ability to perceive when and where cognizance and compassion have their limits and curtailment.

A competent teacher with high spiritual intelligence is likely to be well satisfied in his/her job. It is crucial for a teacher to have essential elements of spiritual intelligence such as benevolence, modesty, compassion, conviction, magnanimity and optimism. A teacher who is pleasant, friendly and cooperative can win the confidence of the students and play the role of a counsellor (Vijayalaxmi, 2006). In the 21st -century, competencies have been defined as the knowledge, skills and attitudes requisite to be competitive in the 21st century workforce. The responsibility of a teacher is multifold. It is pivotal for a competent teacher to be reactive of innovative pedagogy in transmitting the present needs of the situation in the teaching-learning process both within and outside the four walls of the classroom. Teachers need to possess professional competencies such as to perform complex pedagogical skills and the ability to meet complex demands in pursuit of excellence. Many

studies suggested that spiritual intelligence escalates deep self-awareness, the ability to use spiritual wisdom, the capacity to have forgiveness and the ability to understand multiple levels of consciousness (meditation) and therefore shall have a positive impact on an individual's psycho-social well-being and quality of life.

Spiritual intelligence of an individual requires capabilities in order to assemble compliance and effective action and produce high-value products and outcomes. Generally, the development of spiritual intelligence structure will be considered as using the capacities and spiritual resources in a practical situation. It seems that any discussion of spiritual intelligence will be incomplete without understanding the broad range of spiritual experiences. Unlike the logical intelligence which computers have and unlike emotional intelligence which primates have, spiritual intelligence is dedicated to humans which is the most basic and most important kind of intelligence (Kadkhoda, 2010).

A spiritually competent teacher shall have willingness to serve with purpose and shall enlarge professionally and be well satisfied in his/her teaching job thereby inaugurating a courteous environment for a diverse population of students. Teaching competency is more than just having knowledge, expertise and skills. It involves the ability to procure teaching skills, emotional competencies, psycho-social skills, virtuous academic performance, leadership skills and exemplary personality. A competent teacher with high spiritual intelligence shall see things in a wider context and embraces holistic thinking approach with greater responsibility to redesign the attitude of students as well as the society in general.

Progressive theoretical ideas, pedagogical innovations and pedagogical culture should be an integral part of teaching competency for a teacher at the secondary and higher secondary stage. Teaching competency is an inherent element of an effective training process, one that aspires to contribute for the welfare of students and society. In order to have job satisfaction for a teacher, he/she shall be spiritually competent. Positive attitude towards the job indicates job satisfaction.

Job satisfaction is under the influence of many external and internal factors. Therefore, it is crucial for a teacher to obtain a set of spiritual competencies and teaching competencies so as to achieve a feeling of satisfaction at workplace. Job satisfaction is connected with many constructive elements such as intrinsic aspect of the job, attractive salary, promotional avenue and service conditions, alluring physical facilities, institutional plans and policies, satisfaction with social status and family, rapport with students, healthy relationship with co-workers. Job satisfaction is one factor that will ensure class performance and productivity of students. The teachers would get interested to teach and shall have the desire to progress spontaneously and effectively when they are satisfied with their job.

The productivity of teachers is inclined to grow with job satisfaction. Highly satisfied teachers in their job will be able to deliver quality education to students by motivating and persuading them. Past studies suggested that low job satisfaction adversely affects the productivity level of even highly qualified and skilled teachers. It also affects productivity through burnout, absenteeism and turnover of teachers. (Chamundeswari, 2013).

Spiritual intelligence, teaching competency and job satisfaction of the present study laid substantial emphasis on the co-operation, happiness and effective interpersonal relationship between the teacher and the taught, building mutual understanding and respect between the teaching and non-teaching staff. The ability to practice the essential qualities of human life such as empathy, humility, charity, gratitude and spiritual values within the family, community and society is very much significant for all human beings. For building these essential qualities of human life, teachers lead the most important role for the transmission of knowledge and values to young and future generations. Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa.

1.1 Spiritual Intelligence

Spiritual intelligence has been equated with being open, compassionate, more unflappable and buoyant. Spirituality involves a sense of wholeness, connectedness at work and deeper values (Gibbons, 2000). Workplace spirituality can also be defined as the recognition that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community (Ashmos & Duchon, 2000).

Spiritual well-being has been purported to provide a significant inner strength to people, especially in times of uncertainty and chaos in life (Tart, 2000). Spirituality is an orientation towards positive values, improved work performance, improved relations with co-workers and supervisors, increased work satisfaction and decreased turnover propensity (Alexander, 1993). Based on the review of literature on spiritual intelligence, 'spiritual' refers to deep feelings and beliefs. The activities whether physical, emotional or

intuitional that leads to greater perfection, goodness and wholeness is spiritual. To succeed in solving any problem depends on the factors like knowing ourselves, knowing the problems of others, knowledge of the ground situation and knowledge of the techniques that need to be applied based on the circumstances.

Spiritual intelligence is the ability to know oneself, to know other people, to know the reality, to understand the desired objectives and the ability to choose the right techniques based on the circumstances. This knowledge cannot be taught but it comes only with self-attainment and self- realization. Spiritual intelligence can be defined as an intuitive knowledge of the self, others, situations and techniques to achieve the desired objectives of the world.

A spiritually intelligent person possesses a holistic view of the world in the present, past and future. His/her thoughts become one with the thought of the supreme and flows with the energy of the divine. Spiritual health is a matter of attitudes and a way of looking at situations and concern for others and a genuine desire to help and assist others.

According to Zohar (2000) “Spiritual Intelligence is our access to and use of meaning, vision and value in the way that we think and the decisions that we make”. Zohar has referred to Maslow’s (1970) famous pyramid of human needs. At the base of the pyramid are survival needs and capping the top is the highest need of all, self-actualization. She says the pyramid needs to be inverted and struck in the mud. According to her, self-actualization is our loftiest need, the very bedrock of all needs.

Steps to spiritual intelligence as stated by Zohar are self-awareness, be vision and value led, the capacity to face and use adversity, be holistic, celebration of diversity, field independence, the tendency to ask why, the ability to reframe, spontaneity, compassion.

Like scientific knowledge, spiritual knowledge too is acquired by methods that sages discovered through self-realization. Many people around the globe believe in these methods and apply this knowledge to lead a successful joyful life. Spiritual intelligence helps us in knowing the deepest secrets of the material and non-material worlds and thereby influences the souls of others and their way of thinking.

Spiritual Intelligence (SQ) underpins Intelligent Quotient (IQ) and Emotional Quotient (EQ). Spiritual intelligence is the ability to access higher meanings, values, abiding purposes and unconscious aspects of the self and to embed values and purposes in day to day living and more creative life.

At the beginning of the twentieth century, psychologists discovered ways and means to measure intelligence that developed into an obsession with IQ. In the mid 1990's Daniel Goleman popularized research into emotional intelligence- EQ, pointing out that EQ is a basic requirement for the appropriate use of IQ. In this century, there is enough collective evidence from psychology, neurology, anthropology and cognitive science to show us that there is a third 'Q'-SQ also known as Spiritual intelligence. It has interfered with spirituality to help oneself in creating a balance amongst the various facets of their life. SQ is uniquely human and the most fundamental intelligence. SQ is what we use to develop our longing and capacity for meaning, vision and value. It allows us to

dream and to strive. It underlies the things we believe in and the role actions that we take and the way we shape our lives. (Zohar, 2005).

In the last few decades, spiritual intelligence has been accepted more and more as an important human functioning, which has a complex association to moral freedom and satisfaction towards the job. 'Spiritual' refers to deep feelings and beliefs as opposed to physical and material things. Any activities whether physical, emotional or intuitional etc., that leads towards greater perfection, goodness and wholeness is spiritual. A religious person may be spiritual but a spiritual person is not necessarily religious. Without the physical sun, the world will be dark, cold and a dead place. Likewise, without the soul (the heart of the inner spiritual wisdom-the inner soul) the world is full of darkness in psychology in the form of ignorance, selfishness and separateness. Therefore, spiritual refers to the evolutionary process as it drives forward human beings to perfect wholeness. Spiritual values are qualified by ever-widening horizons, synthesis, growth and wholeness as well as greater vision, understanding and integration. Spiritual Intelligence has a complex association to moral freedom and satisfaction towards the job, which is an integral part of both personal and professional development. It also fosters a sense of job satisfaction which influences the morale of the teacher and motivates them to perform better.

“To enjoy good health, to bring true happiness to one’s family, to bring peace to all, one must first discipline and control one’s own mind. If a man can control his mind, he can find the way to enlightenment and all wisdom and virtue will naturally come to him” (Gautama Buddha, 6th Century B.C).

1.2 Teaching Competency

Competency is a term used extensively in different contexts by different people. In the present study, competency means the capacity to apply a set of related knowledge, skills and abilities required to perform successfully in the work setting. Therefore, competencies are observable, measurable and possible to assess from the performance of the employees.

Teaching competency includes a thorough knowledge of the content. A teacher's competency mainly includes the strategies, understanding of student psychology and the process of learning. It is rightly said that teaching competency is an ability to apply theory into practical situations (Nishta, 2019). Efficient and effective performance of a teacher in the job for bringing about desirable outcomes is one of the important aspects of teaching competency.

Teacher's competency is considered as the single most determining factor that governs the quality of education. It is said that ninety (90) percent of the student's success in academic and life time achievement depends upon the teachers' competencies because whatever practising in schools define the social and intellectual competencies and character of the new generation in shaping and running the society as quality and relevance have become the catch words of 21st century.

There is a well-known fact that the role of the teacher has changed the vast changes occurring in the socio-economic, political and technological scenario of the present world. The teacher is treated as the transmitter of knowledge who fills the minds of the learner with the content of learning. Learners are becoming the active partners in the process of constructing knowledge. A

teacher's role is mainly as a facilitator in the process of knowledge construction. The competency of a teacher involves problems and needs related to education programmed that may transform an aspiring teacher into a competent professional fully equipped with knowledge and skills to perform teaching tasks exploring the possibility of generating human as well as physical resources from the community for educational purposes. In addition to mastery of basic skills, competent teachers are expected to demonstrate through understanding of the content of their curricular areas, pedagogical capabilities, communication skill and professionalism. Keeping in view, various national and international commissions and committees have accepted the importance of teacher's competency in determining the quality of the teaching learning process. Professional developments are essential prerequisites for improvement of the school system. Therefore, all progressive societies give top priority to teachers to invest rich dividends in terms of skilled human resources and in order to achieve this ends, competent teachers are required in every educational institution to increase the effectiveness of the educational institutions.

1.3 Job Satisfaction

Satisfaction is an essential factor in any profession. Unless a person is satisfied with the job, it is very difficult to carry on his or her duties honestly and efficiently.

Job satisfaction is the result of various attitudes of an employee towards the job. Job satisfaction is an effective reaction to an individual's work situation and has been described as a positive emotional response resulting from appraisal of one's job (Lock, 1976). One of the aspects that can lead to dissatisfaction is one's attitude towards one's job (Herzberg, 1957).

Job satisfaction implies a feeling of pleasure, happiness and motivation in rendering the job and a feeling of fulfilment or enjoyment that a person derives from the job. A person who is well satisfied with his or her job tends to achieve valuable and higher productivity as he or she shall perform the task with full of energy with commitment and complete the necessary tasks with ease and with full motivation. A person who is dissatisfied with his or her job may have no interest in his or her task and perform with fatigue and become a lethargic worker. A lethargic worker tends to achieve lower productivity as they lack motivation in his or her job and will ultimately lead to loss of profit as well as low productivity. Job satisfaction happens when an employee feels job stability, career development and a joyful balance of work. If a person has a positive perception of a job, he or she shall have job satisfaction. Job satisfaction increases when the employees have a good relationship with their peers and colleagues. A satisfied employee is always important for an organization.

Every employee wants a strong career growth and work life balance at workplace. If a teacher feels happy with the workplace environment, he or she will perform the job with all efforts.

Therefore, a teacher who is satisfied in his job shall have a wider outlook and embrace a holistic thinking approach with greater responsibility to redesign the attitude of students as well as the society in general. It is a function of the perceived relationship between what one expects and how much value or priority he/she attributes to it.

Job satisfaction is a feeling of pleasure and achievement that one experiences in the job. It is a mental condition of a person to any type of work. Many people are more interested in job satisfaction than earning large amounts of money. Someone may feel satisfaction in his/her job while his/her colleague may feel unsatisfactory in the same work depending upon their attitude towards the job.

High spiritual intelligence uplift satisfaction of a teacher in their teaching job and influence the morale of the teacher and motivates them to perform better.

1.4 Significance of the Study

A competent teacher shall be able to face the multiplex challenges of everyday life. Our education system in today's world aims at divulging positive learning outcomes and meeting the needs of a learner in order to become productive and informed members in a society.

Therefore, redefining of teacher's professional competencies should be reviewed consistently in parallel with the growing changes and demands of the present society through continuous research studies. As the world is approaching globalization, teachers act as mediators for learning and to foster skills needed towards students so as to become a global citizen. Adequate spiritual intelligence among teachers shall ameliorate the teacher's professional performance and thereby boosts institutional productiveness. Besides, to become a competent teacher, it is imperative for the teacher to know the meaning and purpose of life, understand the values of life and possess a healthy mind-set at the workplace as these are the fundamental basis of spiritual intelligence.

If a teacher is spiritually intelligent, he/she shall be attributed to attaining a sense of morality, an ability to stamp rigid rules with cognizance and compassion and the ability to perceive when and where cognizance and compassion have their limit and curtailment.

This study will cater on imparting spiritual values, teaching competencies and intrinsic and extrinsic factors that affect job satisfaction for all teachers. It may also serve as input to enhance and magnify the essential qualities requisite for a teacher.

Many studies suggested that spiritual intelligence escalates deep self-awareness, the ability to use spiritual wisdom, the capacity to have forgiveness and the ability to understand multiple levels of consciousness (meditation) and therefore shall have a positive impact on an individual's psycho-social wellbeing and quality of life. Taking into consideration, the three variables of the present study viz. spiritual intelligence, teaching competency and job satisfaction of all teachers, it laid greater significance on the overall performance and productivity of schools. The findings of the study may also encourage other researchers to carry off interest in the related problems for further research. Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa.

The main focus of the present study is to examine the relationship between spiritual intelligence, teaching competency and their ways of conceiving the concept of job satisfaction among competent teachers of higher secondary schools in Mizoram. Spiritual intelligence helps teachers solve global problems as it creates global awareness (Sisk, 2008). Spiritual intelligence

magnifies the job satisfaction of a person and determines the morale of the teacher and motivates them to perform better in their job.

As spiritual intelligence, teaching competency and job satisfaction are interrelated to one to another, a person who is highly spiritual intelligent shall have better job satisfaction and orientation in rendering the task and if a person performed the task with pleasure, happiness and motivation, he/ she can perform the job with ease and able to relish the work and task diligently. A spiritually intelligent teacher is always optimistic about the future and shall acquire spiritual traits such as benevolence, compassionate attitude towards others, conviction, modesty, magnanimity and humility. Likewise, a competent teacher shall meet the required traits that the teacher must possess such as teaching skills, emotional competencies, psycho-social skills, academic performance, leadership quality and exemplary personality. Moreover, an employee can be inclined by many important factors in order to have satisfaction in his/ her job which includes an intrinsic aspect of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers. Therefore, one could not under-value the significance and the applicability of these important components of spiritual intelligence, teaching competency and job satisfaction.

Spiritual intelligence has the ability to dissolve old patterns and old ways of thinking. It also has the force to dissolve old motivations and access higher meanings, values, purposes, existence and unconscious aspects of the self and to have richer and more creative values of life. On the other hand, whatever

practice in schools today defines the social and intellectual competencies and character of the new generation in shaping and running the society. Therefore, teacher competency is considered as one of the most crucial factors in determining the quality of education. Moreover, in order to carry out the profession efficiently and effectively, one needs to have a positive attitude towards his/her profession. Job satisfaction is an attitude of individuals towards their jobs which results from their views of the jobs and the extent to which there is an apt relationship between the individual and the organization. Many research studies highlighted the relationships between the three variables viz. spiritual intelligence, teaching competency and job satisfaction owing to the fact that spiritual intelligence makes us wholesome individuals, thereby understanding human values with integrity and attaining profound satisfaction in life. Spirituality helps in inculcating values and builds culture in an institution. (Jurkiewicz & Giacalone, 2004) High spirituality makes employees more responsible and even loyal. (Rego & Cunha, 2008). Spiritual Intelligence helps teachers to carry out their functions as teachers. Teachers are regarded as someone very high in society. (Emmons, 2000).

On the basis of the related studies, it was also found that spiritual intelligence, teaching competency and job satisfaction have been more and more accepted as an important part of human productivity. As such, the topic of the present study is a burning issue for bringing quality education as it is a relevant problem for study and applicable findings that more researches can be conducted in this specific area in order to find out the effective measures to provide the necessary moral, spiritual upliftment, teaching proficiency and

job satisfaction among teachers of higher secondary schools. Competent teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. This will embrace holistic thinking and will enable them to think critically and creatively for themselves. Awareness of proper nurturing of spiritual intelligence, teaching competencies and job satisfaction are the most urgent needs of the hour among teachers from elementary to university level.

The present study, 'A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of Higher Secondary School Teachers in Mizoram', is an important investigation to identify the challenging and emerging factors associated with the teachers in performing their job as teachers play a pivotal role in the enlightenment of human civilization through the process of education and contributed to development its citizens.

Therefore, the present study will serve with purpose to foster the psycho-social wellbeing of higher secondary school teachers in Mizoram. Since spiritual intelligence, teaching competency and job satisfaction are important aspects of a teacher to possess, the investigator considers the study as a dire need to solve the strain and awkwardness confronted among today's youths and leading the adolescents into the right track in the midst of life in shaping and reshaping the society and in determining the quality of life full of uncertainty. Based on the present study, it is suggested that job satisfaction of a teacher depends on the level of spiritual intelligence and teaching competency and vice versa. Till today, many research has been done on spiritual intelligence, teaching competency and job satisfaction, but no studies have yet been conducted in context to Mizoram.

2. Objectives of the Study

1. To assess the level of spiritual intelligence of higher secondary school teachers in Mizoram.
2. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.
3. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.
4. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.
5. To assess the level of teaching competency of higher secondary school teachers in Mizoram.
6. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management.
7. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to gender.
8. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.
9. To assess the level of job satisfaction of higher secondary school teachers in Mizoram.
10. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.
11. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to gender.
12. To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

13. To examine the relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.
14. To examine the relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
15. To examine the relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

3. Hypotheses of the Study

Based upon the objectives, the following null hypotheses were formulated:

1. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.
2. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.
3. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.
4. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management.
5. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender.
6. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.

7. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.
8. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.
9. There is no significant difference in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.
10. There is no significant relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.
11. There is no significant relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
12. There is no significant relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

4. Statement of the Problem:

The title of the present study is “A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of Higher Secondary School Teachers in Mizoram”.

5. Population of the Study

The population of the study comprised of all the teachers working in government and private higher secondary schools in Mizoram. At present, there are twenty (20) government higher secondary schools and one hundred nineteen (119) private higher secondary schools in Mizoram. There are four hundred seventy-one (471) government higher secondary school teachers in Mizoram, out of which there are two hundred thirteen (213) male teachers

and two hundred fifty-eight (258) female teachers working under Government Higher secondary schools in Mizoram. There are seven hundred and eight-two (782) private higher secondary school teachers in Mizoram, out of which four hundred forty-nine (449) are male teachers and three hundred thirty-three (333) are female teachers working under private higher secondary schools in Mizoram. (Annual Publication (2017-2018), Statistical Cell, Directorate of School Education Mizoram, Aizawl).

6. Sample of the Study

The sample selected should be the representation of a larger population for a research study to arrive at a general conclusion. For the present study, stratified random sampling has been used to obtain a sample that best represents the entire population being studied. When sub-populations vary considerably, it is advantageous to sample each sub-population (statum independently).

Stratified random sampling was done on a sample of six hundred (600) higher secondary school teachers from the three districts of Mizoram, viz. Aizawl district, Lunglei district and Champhai district. Out of the total sample of six hundred (600) higher secondary school teachers, three hundred (300) teachers from government higher secondary schools and three hundred (300) teachers from private higher secondary school teachers were selected. Out of six hundred (600) respondents, three hundred ten (310) male higher secondary school teachers and two hundred ninety (290) female higher secondary school teachers had participated.

From arts stream, out of three hundred six (306) higher secondary school teachers, one hundred forty-five (145) male and one hundred sixty-one (161)

female higher secondary school teachers were selected for the study. From science stream, two hundred five (205) teachers consisting of one hundred eleven (111) male teachers and ninety-four (94) female teachers of higher secondary schools had participated.

From commerce stream, eighty-nine (89) including fifty-four (54) male and thirty-five (35) female higher secondary school teachers in Mizoram had participated.

7. Tools and Techniques Used:

A tool employs unique ways of setting out and quantifying the data and is specifically appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used. The following tools were employed for the present study:

Spiritual Intelligence Scale

In order to find out the level of spiritual intelligence of higher secondary school teachers in Mizoram, spiritual intelligence scale developed by Santosh Dhar & Upinder Dhar (2010) Spiritual Intelligence Scale (SIS-DD) (English Version) is employed for the study. This scale consists of fifty-three (53) items covering 6 dimensions viz. benevolence, modesty, conviction, compassion-magnanimity, optimism.

Teaching Competency Scale

In order to find out the level of teaching competency of higher secondary school teachers in Mizoram, teaching competency scale was developed by the investigator. It covers 6 dimensions as follows:

- 1) Teaching skills- Every profession demands certain specific skills and competence on the part of its practitioners. Similarly, teaching skills is a

set of skills to put theoretical knowledge into practice. Teaching skill is the ability and a set of skills to strictly overt behaviours of the teacher (verbal and non-verbal) that can be detected, measured and improved.

- 2) Emotional Competencies- Emotional competencies are a group of generic skills that can be applied to many types of emotion-related skills. It is the ability to identify and discriminate positive and negative emotions at the right time, right place and right situation.
- 3) Psycho-social Skill- Psycho-social skills refers to an individual's personal and social relationships with the environment. It involves maintaining positive outlook, enriching the lives of others and the ability to meet the demands of life.
- 4) Academic Performance- Academic performance of teacher refers to teacher's academic self-efficacy and performance self-efficacy in milieu to their teaching profession. Here, academic performance of teachers refers to their personal and professional growth in knowledge, skills, and dispositions.
- 5) Leadership Quality- Leadership qualities of teachers are to serve as mentors, a key metaphor, and facilitators in myriad ways. Strive for pedagogical excellence by showing genuine interest in students' needs and well-being. Teacher who is a good leader shall strive for pedagogical excellence by showing genuine interest in students' needs and psycho-social well-being.
- 6) Personality- Personality defines who we are and how we interact with others. Our behaviour reflects our personality and informs how different

we are from others. Personality of teacher is predominant in educational institutions as they are the key reflective practitioner for students.

The scale contains 32 items. Each item is in the form of five options of Likert type five points rating scale. Each item has 5 response alternatives-strongly agree, agree, not sure, disagree, strongly disagree respectively.

Job Satisfaction Scale

To find out the level of job satisfaction of higher secondary school teachers in Mizoram, job satisfaction scale (DJSS), (English Version) developed by Meera Dixit (1993) consisting of 52 items was used. The scale comprised of eleven (11) factors such as - intrinsic aspect of the job, salary, promotional avenues and service conditions, physical facilities, institutional plans and policies, satisfaction with authorities, satisfaction with social status and family welfare, rapport with students, relationship with co-workers.

8. Procedure of Data Collection

The investigator personally visited government and private higher secondary schools from where the data was collected in the three (3) districts of Mizoram - Aizawl, Lunglei and Champhai district during 20th June 2019 to 2rd December 2019.

Permission was taken from the Principals of the respective higher secondary schools for collection of data. After taking necessary permission from the Principals, the investigator requested all the teachers to give their valuable responses in all the tools used for the study. When all the teachers had completed the responses, the investigator visited again all the schools from where the study had done and collected the statement from all the respective

administering schools. For collection of data, in some schools, it took two to three days to complete the statements, at the meantime, it needed one or two weeks in other schools to complete the responses because unlike data collection among students, collection of data among teachers took more time to complete because teachers are busy with their profession and they have very little leisure time. So, in the midst of their busy and urgent necessary work, they spared their valuable time to complete the statements.

The researcher thankfully acknowledged all the participants who gave their valuable effort to complete the statements, without which the present study would not attain this much.

9. Statistical Techniques Employed

The data were analyzed by statistical techniques such as Percentages, Mean, Standard Deviation, 't' test, Analysis of Variance (ANOVA) and Multiple Correlation.

- 1) Percentage, Mean and Standard Deviation were used to find out the level of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
- 2) 't' test - to find out the significant difference with reference to type of management and gender.
- 3) ANOVA- to find out the significant difference in different streams of study.
- 4) Multiple Correlation - to find out the relationship among spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

10. Major Findings

Statistically analyzed of the obtained results were shown in the following ways:

10.1 Overall level of spiritual intelligence of higher secondary school teachers in Mizoram.

- Higher secondary school teachers in Mizoram have an average level of spiritual intelligence.
- 30 (5%) teachers of higher secondary schools in Mizoram were found to have a very high level of spiritual intelligence. 135 (22.5%) teachers of higher secondary schools were found to have a high level of spiritual intelligence. Almost half of the higher secondary school teachers 297 (49.5%) of higher secondary schools were found to have an average level of spiritual intelligence. 133 (22.16%) teachers of higher secondary schools were found to have a low level of spiritual intelligence and only 5 (0.83%) teachers of higher secondary schools in Mizoram were found to have a very low level of spiritual intelligence.

10.2 Comparison of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.

- No significant differences were found between government higher secondary school teachers and private higher secondary school teachers in Mizoram in their level of spiritual intelligence.

- From government higher secondary school teachers in Mizoram, only 12 (4%) teachers of higher secondary schools were found to have a very high level of spiritual intelligence, whereas 18 (6%) teachers of private higher secondary schools were found to have a very high level of spiritual intelligence. 65 (21%) teachers from government higher secondary schools and 70 (23.3%) teachers from private higher secondary school teachers were found to have a high level of spiritual intelligence, which indicated that private higher secondary school teachers were found to be more spiritually intelligent in which 23.3% of teachers falls within the range of 'high' as compared to only 6% government higher secondary school teachers who scored a high level of spiritual intelligence. 149 (49.6%) teachers from government higher secondary schools and 148 (49%) teachers from private higher secondary school teachers were found to have an average level of spiritual intelligence. 72 (24%) government higher secondary school teachers and 61 (20.3%) teachers from private higher secondary schools were found to have a low level of spiritual intelligence. Only 2 (0.6%) teachers from government higher secondary schools and only 3 (1%) teachers from private higher secondary schools were found to have a very low level of spiritual intelligence in Mizoram.

10.3 Comparison of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.

No significant differences were found between male and female higher secondary school teachers in Mizoram in their spiritual intelligence.

10.4 Comparison of spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.

No significant differences were obtained in spiritual intelligence among higher secondary school teachers in Mizoram with reference to stream of study.

10.5 Overall level of teaching competency of higher secondary school teachers in Mizoram.

- Higher secondary school teachers in Mizoram have an average level of teaching competency.
- 38 (6.33%) teachers of higher secondary schools in Mizoram were found to have a superior level in teaching competency. 296 (49.33 %) teachers of higher secondary schools were found to have an above average level of teaching competency. 259 (43.16%) teachers of higher secondary schools were found to have an average level of teaching competency. Only 7 (1.16%) teachers of higher secondary schools were found to have below an average level in teaching competency and no teachers of higher secondary schools were found to have a poor level of teaching competency in Mizoram.

10.6 Comparison of teaching competency of higher secondary school teachers in Mizoram with reference to type of management.

- No significant differences were found between government and private higher secondary school teachers in Mizoram in their teaching competency.

- 19 (6.33%) teachers from both government higher secondary schools and private higher secondary schools in Mizoram were found to have a superior level of teaching competency. 148 (49%) teachers from both government higher secondary schools and private higher secondary schools were found to have an above average level of teaching competency. 129 (43%) teachers from government higher secondary schools and 130 (43.3%) teachers from private higher secondary schools were found to have an average level in their teaching competency. Only 4 (1.3 %) teachers from government higher secondary schools and only 3 (1%) teachers from private higher secondary schools were found to have a below average level of teaching competency and no teacher was found to have a poor level of teaching competency among the higher secondary school teachers in Mizoram.

10.7 Comparison of teaching competency of higher secondary school teachers in Mizoram with reference to gender.

No significant differences were found between male and female teachers of higher secondary schools in Mizoram.

10.8 Comparison of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.

- Significant differences were found between the pairs arts and science and between commerce and science higher secondary school teachers in Mizoram.

10.9 Level of job satisfaction of higher secondary school teachers in Mizoram.

- Higher secondary school teachers in Mizoram were found to be in the satisfied (average) level in their job satisfaction.
- 18 (3%) teachers of higher secondary schools in Mizoram were found out to be fully satisfied with their job. 93 (15.5%) teachers of higher secondary schools were found to be well satisfied with their teaching job. 369 (61.5%) teachers of higher secondary schools were found out to be satisfied with their teaching job. 110 (18.33%) teachers of higher secondary schools were found to be slightly satisfied with their job and only 10 (1.66%) teachers of higher secondary schools in Mizoram were found out to be dissatisfied with their job.

10.10 Comparison of job satisfaction of higher secondary school teachers in Mizoram with reference to type of management.

- Significant differences were found in job satisfaction between government and private higher secondary school teachers in Mizoram.
- 9 (3%) teachers both from government higher secondary schools and private higher secondary school in Mizoram were found to be fully satisfied with their teaching job. 38 (12.66%) teachers from government higher secondary school teachers and 55 (18.43%) teachers from private higher secondary school teachers were found to be well satisfied with their job. 186 (62%) teachers of government higher secondary schools and 183 (61%) teachers from private higher secondary schools were found to be satisfied with their job. 64 (21.34%) teachers of government higher secondary school teachers and 46

(15.3%) teachers of private higher secondary schools were found to be slightly satisfied with their job. 3 (1%) teachers of government higher secondary schools and 7 (2.3 %) teachers from private higher secondary schools in Mizoram were found out to be dissatisfied with their job.

10.11 Comparison of job satisfaction of higher secondary school teachers in Mizoram with reference to gender.

No significant differences were found in job satisfaction of higher secondary school teachers in Mizoram with reference to gender.

10.12 Objective 12: To compare the level of job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

- No significant differences were found in job satisfaction among higher secondary school teachers in Mizoram with reference to stream of study.

10.13 Relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

Positive strong correlations were found between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

10.14 Relationship between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

Positive moderate correlations were found between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.

10.15 Relationship between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

Positive moderate correlations were found between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

11. Conclusions

Based on the three (3) variables of spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram, the following conclusions were drawn as follows:

Spiritual intelligence

1. The overall findings from the study indicated that the higher secondary school teachers in Mizoram have an average level of spiritual intelligence.
2. No significant difference was found in spiritual intelligence among teachers of higher secondary schools in Mizoram with reference to type of management.
3. No significant differences were found between male and female teachers of higher secondary schools in Mizoram.
4. No significant differences were found in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.

Teaching competency

1. In teaching competency, the study indicated that higher secondary school teachers in Mizoram have an average level.
2. No significant differences were found in teaching competency of higher secondary schools in Mizoram with reference to type of management.
3. No significant differences were found between male and female teachers of higher secondary schools in Mizoram.
4. Significant differences were found in teaching competency among higher secondary school teachers in Mizoram with reference to stream of study.

Job satisfaction

1. In job satisfaction, teachers of higher secondary schools in Mizoram were in the satisfied (average) level in job satisfaction.
2. Significant differences were found in job satisfaction of higher secondary schools in Mizoram with reference to type of management as private higher secondary school teachers in Mizoram have better job satisfaction than government higher secondary school teachers in Mizoram.
3. No significant differences were found between male and female teachers of higher secondary school teachers in Mizoram.

4. No significant differences were found in job satisfaction of higher secondary school teachers in Mizoram with reference to stream of study.

Relationship among spiritual intelligence, teaching competency and job satisfaction

1. Positive strong correlations were found between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.
2. Positive moderate correlations were found between teaching competency and job satisfaction of higher secondary school teachers in Mizoram.
3. Positive moderate correlations were found between spiritual intelligence and job satisfaction of higher secondary school teachers in Mizoram.

12. Educational implications

Though the present study was restricted to only 600 teachers from the three districts of Mizoram viz. Aizawl district, Lunglei district, Champhai district, the present research findings have practical implications for parents, teachers, school counsellors, school practitioners, educational administrators as well as the stakeholders. Spiritual intelligence, teaching competency and job satisfaction of teachers laid substantial emphasis on the co-operation, contentment and effective interpersonal relationship between the teacher and

the taught, building mutual understanding and respect between the teaching and non-teaching staff.

Spiritual intelligence blends scientific conceptions of human development with a holistic approach. Henceforth, only teachers who are spiritually intelligent can stimulate the development of students. Teacher as a key metaphor is always a role model for students. Multicultural and educational theories asserted that spirituality and religion are components of every student's sense of cultural self-identity. Henceforth it is essential for a teacher to be spiritually intelligent so as to imprint upon students the essential spiritual traits and realms. Accordingly, improving spiritual intelligence helps an individual towards adopting a positive outlook and achieve inner and outer peace. Another important module for an effective teacher is to have teaching competencies and to be satisfied in teaching profession.

Teaching competency is more than just having knowledge, expertise and skills. It involves the ability to procure teaching skills, emotional competencies, psycho-social skills, commitment, virtuous academic performance, leadership skills and exemplary personality. Henceforth, a competent teacher shall integrate global learning experiences into practical curriculum and facilitate classroom environment that values diversity. Spiritual intelligence helps to develop the teaching competencies and enhance job satisfaction in the teachers. Satisfaction with teaching as a career, not merely as a job, is a matter of concern since it is associated with teacher effectiveness and therefore subsequently affects student achievements and learning outcomes. High quality teacher training programs such as dialogue sessions, colloquium, open discussions and conducting a plethora of co-

curricular activities for developing spiritual intelligence, job satisfaction and teaching competencies must be organized in schools. Spiritually intelligent teacher indicates a need for a deep understanding of existential questions and insightful learning into multiple levels of consciousness for students in classroom setting and thus advocate on critical and reflective thinking of students.

13. Recommendation for further research

Orientation course, refreshers' course, attending seminars and conferences for all teachers at various levels of education should be organized at least once in a year. Provisions should be given to higher secondary school teachers to avail study leave for conducting research and professional training in their respective subjects so as to promote their professional perspectives. State government in Mizoram shall raise standards of teachers and facilitate conventional inspection and evaluative assessment specially in private higher secondary schools in regard to meeting essential educational qualifications for teaching at the higher secondary school level.

Wider use of ICT advancement and its integration among the higher secondary school teachers to accelerate and achieve better learning outcome for all students must be stoutly encouraged. Provision of remittance should be given for teachers those who heightened themselves in the area of educational research, knowledge and skill training in order to achieve the quality of education which was enshrined in the National Education Policy 2020 so that all teachers enable aspirations and motivation for their further learning and for productive learning outcomes. Many studies found out that teachers

attaining higher educational qualifications are likely to be more sustained in their teaching job.

We need to create a provision for further learning and continuous education for teachers as Rabindranath Tagore emphatically said that ‘a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame’.

Timely inspection of each and every school should be scheduled by the educational administrators to ensure the prevailing physical infrastructure and social environment existing in the schools. The Principals of all respective schools need to inspect, monitor and evaluate the scholastic and non-scholastic activities of teachers.

The New National Education Policy (NEP) aims to overhaul the education system towards meeting the needs of the 21st century and proposed a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills such as analysis, critical thinking, and conceptual clarity. Henceforth, teachers at all levels of education have to reinforce their pedagogical knowledge. Higher secondary school teachers in Mizoram needed to keep upgrade with the relevant research, policies and practices of teaching and learning activities for providing appropriate guidance and support towards students based on the demand of the situations to meet the challenges of increasing diverse needs of students.

On the basis of the present study, ‘A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of higher Secondary School Teachers in Mizoram,’ the following recommendations are made for further research:

1. The present study was confined to only three districts of Mizoram viz. Aizawl, Lunglei and Champhai. The same study may be conducted covering the eleven districts in Mizoram.
2. The present study covers only higher secondary school teachers in Mizoram. The same study may be conducted covering different levels of education such as elementary, secondary, college and university level.
3. A similar study using mixed approach research-both qualitative and quantitative method may also be taken up in future at various levels of education.
4. A comparative study of spiritual intelligence and personality of teachers in Mizoram may also be taken up for further research.
5. A cross sectional study on teaching competency and psycho-social well-being of teachers from elementary level to university level in Mizoram may also be taken up for further research.
6. The same study may be taken up on teachers by applying different methods and techniques of data collection such as checklists, unstructured interview, opinionnaire etc., specially designed for Mizo teachers.
7. A correlational study on spiritual intelligence and social intelligence of teachers at various levels of education can be taken up for further research.

8. A similar study can be taken up for school administrators, principals and school personnel.
9. Critical analysis of teaching competency of higher secondary school teachers in relation to their professional development can also be taken up for further research.
10. A cross sectional study on job satisfaction and employee attitude can be taken up for further study.
11. A study of spiritual intelligence among parents, students, educational administrators, school personnel and stakeholders can also be taken up for further studies.
12. A cross sectional study on teaching competencies and ICT competencies of teachers from pre-primary to university level can also be taken up for further research.
13. Relationship of job satisfaction and job commitment of secondary and higher secondary school teachers may be taken up for further research.
14. Relationship of spiritual intelligence, resilience and perceived stress among school and college teachers can be taken up for further research.

Rabindranath Tagore, *“A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame”*.

Please fill up the following information:

Name _____

Gender: Male () Female ()

Name of School _____

Name of District _____

Educational Qualification _____

Stream of Teaching: Arts/ Science/ Commerce _____

Type of School Management: Government ()

Private ()

INSTRUCTIONS

Dear teacher,

Here are given a few statements relating to the level of Spiritual Intelligence, Teaching Competency and Job Satisfaction with regard to teaching and other activities in the school.

Kindly read the statements and decide in which one of the five responses most appropriate in your transacting the teaching-learning process.

Five alternatives are provided against each statement- 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', 'Strongly Disagree'. Please read the statements and give your frank and objective response by putting a tick (✓) mark. There are no right or wrong responses. Your responses will be kept confidential and will be used only for research purpose.

APPENDIX-I

SPIRITUAL INTELLIGENCE SCALE (SIS)

Dr.Santosh Dhar &

Dr.Upinder Dhar (Jaipur)

S/N	STATEMENTS	RESPONSE ALTERNATIVE				
No.		Strongly Agree	Agree	Not Sure	Dis-agree	Strongly Disagree

1. I am able to bring my 'complete self' to work.
() () () () ()
2. I am able to deploy full creativity emotion and intelligence at workplace.
() () () () ()
3. I often experience joy at the work place.
() () () () ()
4. I often feel excited about the nature of my job.
() () () () ()
5. I have a strong sense of humor.
() () () () ()
6. I am proud of my organization.
() () () () ()
7. I am proud of my achievement.
() () () () ()
8. Organizational success depends upon the extent an organization has learnt to foster spirituality.
() () () () ()
9. I am able to express my emotions freely.
() () () () ()
10. I have ability to realize my full potential as a person.
() () () () ()
11. I am associate with an ethical organization.
() () () () ()
12. I am engaged in an interesting work.
() () () () ()

S/N No.	STATEMENTS	RESPONSE ALTERNATIVE				
		Strongly Agree	Agree	Not Sure	Dis- agree	Strongly Disagree

13. I have good colleagues.

() () () () ()

14. I am associated with various bodies to
serve mankind.

() () () () ()

15. Beyond a certain threshold, money ceases to be the
most important.

() () () () ()

16. I like to extend service to future generations

() () () () ()

17. I am able to show more of intelligence than emotions and
feeling at work.

() () () () ()

18. I have availed ample opportunities to realize full potential
as a person.

() () () () ()

19. I often experience harmony and tend to be in touch
with universe.

() () () () ()

20. I rarely compromise on my basic values in making important
decision.

() () () () ()

21. I believe in a higher power or God.

() () () () ()

22. Sometimes, I pray for coworkers who were going through
difficult times.

() () () () ()

23. I pray to higher power or God to get me through
the day.

() () () () ()

24. I thank God for something good that happened.

() () () () ()

25. Spirituality is intensely personal.

() () () () ()

26. Higher power or God governs everything

() () () () ()

S/N No.	STATEMENTS	RESPONSE ALTERNATIVE				
		Strongly Agree	Agree	Not Sure	Dis- agree	Strongly Disagree

27. A person must experience a severe crisis in order to embark
on the search for spirituality. () () () () ()
28. I experience little tension or contradiction in what might seem
to be irreconcilable opposites. () () () () ()
29. I move easily and confidently between the highest and the
Lowest social strata. () () () () ()
30. I pray everyday for guidance in making
tough decision. () () () () ()
31. I often have a feeling that no matter how bad things get,
it will always work out somehow. () () () () ()
32. There is as much goodness in the world as there
is evil. () () () () ()
33. I strive to produce the products and services that would serve
whole of mankind. () () () () ()
34. I care for others. () () () () ()
35. I am optimistic about future. () () () () ()
36. Universe is the intentional result of higher
intelligence. () () () () ()
37. I experience inner peace and calm. () () () () ()
38. I often have a deep feeling of inter-connectedness
of everything. () () () () ()

S/N No.	STATEMENTS	RESPONSE ALTERNATIVE				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagree

39. Spirituality is a bonding or uniting force.

() () () () ()

40. Everything worthwhile is possible through an enactment of

proper values. () () () () ()

41. Profits follow directly from being ethical,

not the other way round. () () () () ()

42. No organization can survive for long without

spirituality and soul. () () () () ()

43. I forgive others for their mistakes. () () () () ()

44. I value people as human beings. () () () () ()

45. I help others without any expectations from them.

() () () () ()

46. I do not keep ill feelings against anybody.

() () () () ()

47. I trust in God.

() () () () ()

48. I do not exploit people.

() () () () ()

49. I possess a high degree of self-awareness.

() () () () ()

S/N No.	STATEMENTS	RESPONSE ALTERNATIVE				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagree

50. I sacrifice my pleasure for helping needy people.

() () () () ()

51. I live life as an opportunity.

() () () () ()

52. I stand against injustice.

() () () () ()

53. I do not hurt anyone deliberately.

() () () () ()

APPENDIX-II

TEACHING COMPETENCY SCALE

Lallianvungi

Research Scholar

Dept.of Education, MZU

<i>S/N</i> <i>No.</i>	<i>STATEMENTS</i>	<i>RESPONSE ALTERNATIVES</i>				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagree

1. I have a good communication skill. () () () () ()
2. I could express my thoughts and feelings fluently
in my teaching. () () () () ()
3. I keep all students actively involved in learning by using verbal and non-verbal cues. () () () () ()
4. I can always explain my subject content clearly. () () () () ()
5. I always maintain classroom discipline. () () () () ()
6. I pre-planned the topics before I take class. () () () () ()
7. My students often come to me to discuss their learning difficulties. () () () () ()
8. I assess the pupils' progress based on the scholastic and non-scholastic areas. () () () () ()
9. I get easily irritated. () () () () ()
10. I am capable of managing my anger when dealing with students. () () () () ()
11. I have a thorough knowledge of the subject I have to teach. () () () () ()

<i>S/N</i> <i>No.</i>	<i>STATEMENTS</i>	<i>RESPONSE ALTERNATIVES</i>				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagre

12. I could retain words, texts and figures for a longer period.

() () () () ()

13. I suggest new ideas and plans to be taken out in school.

() () () () ()

14. I develop a mutual understanding among teaching and non-teaching staff for the proper functioning of the school.

() () () () ()

15. I spend most of my time for solving others' problems.

() () () () ()

16. I involve in planning community services undertaken by the school.

() () () () ()

17. I attend the faculty development programme every year.

() () () () ()

18. I attend /present / publish papers in the National or International Conferences and Journals.

() () () () ()

19. I actively involved in the co-curricular activities like NCC, Scout and Guide etc.

() () () () ()

20. I give my extra time for the welfare of my students.

() () () () ()

21. I contribute in developing the contents of the text-books for higher secondary school level.

() () () () ()

<i>S/N</i> <i>No.</i>	<i>STATEMENTS</i>	<i>RESPONSE ALTERNATIVES</i>				
		Strongly Agree	Agree	Not Sure	Dis- Agree	Strongly Disagre

22.I have democratic attitude and impartial behaviour in dealing with students.

() () () () ()

23.I reveal flexibility and adaptability in decision making.

() () () () ()

24.I can control my temperaments when problems arise.

() () () () ()

25.I am a well-disciplined teacher. () () () () ()

26.I serve as a decision maker in group () () () () ()

27.I lead my students to follow the right path.

() () () () ()

28.I take a leading role in implementation of new programmes.

() () () () ()

29.Teachers should maintain simple and decent dress code.

() () () () ()

30. I am easy going and get along well with all kinds of people.

() () () () ()

31. I find myself to be a role model in maintaining personal hygiene.

() () () () ()

32.I stick to the use of my time schedule. () () () () ()

APPENDIX-III

JOB SATISFACTION TEST (JSST)

Dr. (Mrs.) Meera Dixit (Lucknow)

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
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1. By nature you feel you are suited for the teaching job.
() () () () ()
2. Your institution is in a locality suitable for its working.
() () () () ()
3. You are getting a salary commensurate with your work.
() () () () ()
4. Your institution is teacher oriented.
() () () () ()
5. You feel that the head of your institution is quite suitable for the post.
() () () () ()
6. The majority of the teachers of your institution work with a spirit of co-
operation.
() () () () ()
7. Students are respectful towards you.
() () () () ()
8. Being in this job, you feel that you have a respectful place in the community.
() () () () ()
9. Your profession has been helpful in providing suitable
education to your children or dependents.
() () () () ()
10. Your institution is a neat and clean place where you would like to work..
() () () () ()
11. You derive pleasure in teaching. () () () () ()

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
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12. There are opportunities for promotion in your job.

() () () () ()

13. You have opportunities for expressing your opinion in organizational matters of your institution.

() () () () ()

14. The head of your institution is an impartial person.

() () () () ()

15. Teaching-learning activity goes on smoothly in your class.

() () () () ()

16. You are able to develop rapport with your colleagues and feel happily Adjusted.

() () () () ()

17. Your friends and relatives pay due regard to your profession.

() () () () ()

18. You have opportunity and time for recreation and looking after the welfare of your family.

() () () () ()

19. In your profession, there are opportunities to get extra payment for extra work you do besides regular teaching.

() () () () ()

22. Your working hours in the institution suit you.

() () () () ()

21. The head of your institution takes due care of your welfare as well as of other.

() () () () ()

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
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22. As a teacher you are liked by your pupil.

() () () () ()

23. Your standard of living which you are able to maintain with your total emoluments gives you the feeling for fair comfort.

() () () () ()

24. There is proper arrangement for light and ventilation in your classroom.

() () () () ()

25. You enjoy your work more than your leisure.

() () () () ()

26. There is freedom for you to plan your working in your job.

() () () () ()

27. You like the way the Head of the institution deals with his teachers.

() () () () ()

28. Good relationship exist between teachers and students in your Institution.

() () () () ()

29. The laboratories of your institution are well equipped.

() () () () ()

30. If there is an opportunity you would like to move over to another

profession on same emoluments. () () () () ()

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
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31. There is security of job as long as you do good work.

() () () () ()

32. You receive appreciation for your good work from your superiors.

() () () () ()

33. You get proper opportunities to develop proper understanding

with the parents of your pupils. () () () () ()

34. Teacher-pupil ratio in your class is in keeping with such norms

that you are not overburdened with work. () () () () ()

35. Teaching profession has a bright future. () () () () ()

36. In the library of your institution books are readily available for your use.

() () () () ()

37. Your fellow workers are always ready to render their help when you need it.

() () () () ()

38. Your institution is setting an example of good discipline and academic achievement for others.

() () () () ()

39. You are able to help pupils in building their character and developing good study habits.

() () () () ()

40. Besides teaching-learning programme, there is scope for you to participate in games.

() () () () ()

41. You like the way the head of your institution takes care of complaints brought to him by his men.

() () () () ()

S/N No.	Statements	Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree
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42. Your co-workers regard you as their equals.

() () () () ()

43. Your classrooms are suitable furnished. () () () () ()

44. Your colleagues opt you to perform any responsible work so that
you might feel elevated.

() () () () ()

45. This is good that transfers are avoided in your job.

() () () ,() ()

46. You have opportunities for advancement of your professional qualifications.

() () () () ()

47. Besides games you have occasion to participate in various co-
curricular activities in your institution.

() () () () ()

48. Audio-visual aids are readily available for your use.

() () () () ()

49. Your institution is within easy reach of your Residence.

() () () () ()

50. On retirement pension/provident fund/insurance benefits are available to you.

() () () () ()

51. The classrooms of your institution have adequate space for the students to be
seated comfortably.

() () () () ()

52. You feel a sense of dignity in the job. () () () () ()

***Thank you so much for giving your precious time to complete the statements. Your
great contributions will be very useful for the study.***

