The present study was undertaken to explore the area of teacher accountability in relation to emotional intelligence, spiritual intelligence and interpersonal relationship. Due to the multidimensional nature of the concept of teacher accountability, the investigator delimitated it in is variable only in context of value education. The sample was drawn randomly and it comprised of 600 male and female secondary school teachers from Amritsar and Gurdaspur districts of Panjab region. The data was collected by using the Teacher Accountability Scale for Value Education (constructed and standardized by investigator herself), Emotional Intelligence Scale by Hyde, Pethe and Dhar (2011), Spiritual Intelligence Scale by Dhar and Dhar (2010) and Teacher Interpersonal Relationship Scale (constructed and standardized by investigator herself). To test the framed hypotheses Pearson Product Moment Correlation (r), step-up regression and t-test were applied. The findings of the present study revealed that teacher accountability for value education among secondary school teachers was significantly correlated with their emotional intelligence and interpersonal relationship whereas insignificant correlation was found between spiritual intelligence and the teacher accountability for value education. On the basis of gender, locale and type of school no significant differences were found whereas a significant difference was located between science and arts teachers on the variable of teacher accountability. Results of the step-up regression analysis revealed that variables of emotional intelligence, spiritual intelligence and interpersonal relationship conjointly contributed more towards the teacher accountability for value education among secondary school teachers rather than their separate contribution.