

TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SPIRITUAL INTELLIGENCE

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ABSTRACT

The present study aimed at exploring the relationship between Teacher Effectiveness and Spiritual Intelligence of Secondary School Teachers. The Government and Public School Teachers rated themselves as well as they were rated by their respective Heads for Teacher Effectiveness. The study revealed a significant positive relationship between Teacher Effectiveness and Spiritual Intelligence when Government School Teachers rated themselves or rated by their Heads. In case of Public School Teachers a significant positive relationship was found when they rated themselves but no relationship was found when rated by their Heads. The study also indicated that Spiritual Intelligence and Teacher Effectiveness are not influenced by gender. However, High Spiritual Intelligence Group shows more Teaching Effectiveness as compared to Low Spiritual Intelligence Group.

KEYWORDS: Spiritual Intelligence, Teacher Effectiveness, Secondary School Teachers

INTRODUCTION

Among the greatest of all services that can be rendered by men to almighty God, is the education of children, so that they can be led to the way of salvation, by which they can grow like pearls of celestial reward in the shell of education. Education is the only savior of mankind. It provides illumination to realize the self. Enlightenment and empowerment of human being is possible only through effective system of education which up to a large extent depends upon the efficient teachers. No education system can thrive without the cultured, efficient and effective teachers. Teachers to become effective need to know their students well and be able to adapt their teaching styles to a particular classroom and to individual students (Elliot, Kratochwill, Cool and Travers, 2000). Effective teachers are those who achieve the goals they set for themselves. According to Anderson (1991), "An effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and skills appropriately if the goals are to be achieved. "Teaching is always a dynamic activity. It unfolds a world of knowledge and information, experience and erudition" (Chakrabarti 1998). Henry Von Dyke has said about teachers and teaching, "Ah! There you have the worst paid and the best rewarded vocations. Do not enter it unless you love it. For the vast majority of men and women it has no promise of wealth and fame, but they to whom it is dear for its own sake are among the nobility of mankind. I sing the praise of the unknown teacher, king of himself and leader of the mankind" (Singh 2009).

In the current scenario, the effectiveness of teachers has become vital to face the emerging challenges of globalization and liberalization on the one side and mushrooming of the educational institutions on the other side. Effective teachers not only contribute to better learning but also play an important role to craft the characters and hone the

personalities of the students. Those who study and attempt to improve teacher effectiveness must be mindful of the goals imposed on the teachers or the goals that teachers establish for themselves, or both. Teacher competence and teacher performance both are equally important for a teacher to be effective. According to Medley's (1982), "the possession of knowledge and skills fall under the domain of teacher competence. On the other hand, the use of knowledge and skills in the classroom are referred to as teacher performance. Thus, there must be a link between teacher competence and teacher performance with the accomplishment of teaching goals".

The most conventional criterion for measuring good teaching is the amount of learning among students. However, all teachers realize that what a student learns is not always within the teacher's control. There are high correlations between students' ratings of the amount learned in the course and their overall ratings of the teacher. Those who learned more gave their teachers higher ratings (Cohen, 1981; The all and Franklin, 2001). Thomas Angelo, co-author of *Classroom Assessment Techniques*, believes "Teaching in the absence of learning is just talking".

The ultimate aim of education is holistic development of pupil. Holistic development means physically fit, mentally balanced, emotionally strong, socially attuned and spiritually elevated. The most vital and significant bequest the teacher has, is the potential to empower the students with the ability to create a meaning and vision for their lives and this can be done through a spiritually well-groomed teacher. Spirituality provides broader view for existing in this universe. Wolman (2002) reported that spirituality is concerned with the fundamental issues of life and death, which make possible for us to make connections to the world and to each other that give our life happiness and purpose. Self awareness, universal awareness, self mastery are the important factors of spiritual quotient. Spiritual intelligence is "the ultimate intelligence in which we address and solve problems of meaning and value, in which we can place our actions and our lives in a wider, richer, meaning-giving context and the intelligence with which we can assess that one course of action or one life path is more meaningful than another (Mind wise Pvt. Ltd. 2004)." It deals with the questions of deep meaning and desire for transcending the confinement of the ego-self which occur periodically throughout life. It is an ability to behave with wisdom and compassion while maintaining inner and outer peace regardless of the circumstances. It focuses on how well we maintain our inside, stay calm and treat others with wisdom and compassion, as together form the manifestation of love.

Spiritual intelligence has become an important part of our lives in today's time of social chaos. Having realized the potential of spiritual intelligence, many education commissions have recommended that spiritual aspects are needed for the harmonious development of the learner. In the present preview of modernization, the quality of being spiritually intelligent has become a necessity for the teachers too. It is important to make teachers spiritually intelligent to encourage spirituality to grow in classroom. It is rightly stated that spiritual intelligence is not just about what we learn and how we believe. It is about what we do and why we do so. Sumthty (2007) has found a positive relationship between intelligence and successful teaching. Benjamin et al (1998) discussed the presence and power of the spiritual content in the counseling process and in the attainment of optimum wellness. Connister (1999) investigated the impact of faculty mentoring on the spiritual wellbeing. Adams, Bezner, Drabbs Zambarano and Steinhardt (2000) explored the relationship between measures of spiritual and psychological and perceived wellness among college students and found that the effect of life purpose on perceived wellness was mediated by optimism and sense of coherence. Rachel and Visvam (2013) found significant relationship between spiritual intelligence, academic achievement and teacher effectiveness. They explored that efficiency of teaching varies according to teacher's spiritual intelligence. In the present preview of progression and rejuvenation in

different spheres of life in 21st century, students need to develop the qualities of both head and heart and which may possibly be done with effective teaching by spiritually smart and intelligent teachers. So the present study was planned to investigate the relationship between teacher effectiveness and spiritual intelligence among secondary school teachers with the following objectives.

OBJECTIVES

The following objectives were formulated to do the present study:

- To study the relationship between Teacher Effectiveness and Spiritual Intelligence of Government and Public Secondary School Teachers.
- To study the difference in teacher effectiveness of high and low spiritual intelligence groups.
- To study the gender differences on both the measured variables.

HYPOTHESES

The following hypotheses were formulated to test the above written objectives:

- There exists no significant relationship between Teacher effectiveness and Spiritual Intelligence of Government and Public Secondary School Teachers.
- There exists no significant difference in Teacher Effectiveness of High and Low Spiritual Intelligence groups.
- There exist no significant gender differences in both the measured variables.

METHODOLOGY

Sample

Adopting the a non probability sampling technique a sample of 150 teachers (Male and Female) from Government and Public Secondary Schools (75 from Government Schools and 75 from Public Schools) of Amritsar district was selected for the purpose of the present study. The age range of the subjects varies from 40 to 45 years.

ASSESSMENT TOOLS

Spiritual Quotient Scale (SQS: Koradia, Singhal and Narang, 2008)

It is a self rated four point scale used to assess the Spiritual Intelligence of the secondary school teachers and it consists of 26 items. Each item is measured on a four point scale. All the items are scored as 4,3,2,1. There is no fixed time limit. The total score on test is the summation of all the scores obtained, which is the subject's Spiritual Quotient. Subject scoring Spiritual Quotient more than mean score is categorized as high Spiritual Intelligent and vice- versa.

Teacher Effectiveness Scale (TES: Kulsum, 2009)

This scale was employed to evaluate the effectiveness of the secondary school teachers. The TES comprises of 60 items representing five dimensions or areas of teacher effectiveness. The test items have been scored in terms of the step numbers. Step numbers given for each item were taken as the score of the effectiveness of each of the respondent teacher. The ratings were taken in two manners. The respondent teachers rated them on five areas and concerned Heads also rated

their teachers and their ratings were also taken in five areas.

Statistical Techniques

After finalizing the tools and receiving the consent of the principals, the teachers of the various secondary schools were requested to fill the SQS and TES scales without omitting any item. Concerned Heads were also requested to rate their teachers. All the completed tests were scored as per instructions in their respective manuals and statistical measures such as Mean, Standard Deviation, t-test, and Pearson's product moment correlation was used for analysis of data.

RESULTS AND DISCUSSIONS

Spiritual Intelligence

To find out the significant differences in Spiritual Intelligence and Teacher

Effectiveness between male and female as well as Government and Public Secondary School Teachers, "t"- test was applied. The calculated "t"-values (Table 1) for mean scores of Spiritual Intelligence of male and female school teachers ($t=0.107$) and

Table 1: Means, Standard Deviations along with T-Values on Spiritual Intelligence of Male/Female and Government/Public Secondary School Teachers (Males: N=75; Females: N=75; Government: N=75 and Public: N=75)

Groups		N	Mean	S.D	T-Value	Significance Level
Gender	Male	75	87.45	10.17	0.107	N.S
	Female	75	87.27	10.10		
Type of School	Govt.	75	85.81	10.76	1.09	N.S
	Public	75	87.94	13.11		

Government and Public School Teachers ($t=1.09$) were insignificant at 0.05 level. It means that gender and type of school (Government and Public) has no influence on the Spiritual Intelligence of secondary school teachers i.e. gender and type of school does not play a defining role in their Spiritual Intelligence. The findings of the current study are in line with Zohar and Marshal (2004) and Amram and Dryers (2007).

Teacher Effectiveness: (Rated By Self)

A glance at Table No. 2 confirms that when the mean scores of Teacher Effectiveness (Rated by Self) of male and female school teachers were compared "t"-value came out 0.367 which was insignificant. Similarly when mean scores of

Table 2: Means, Standard Deviations along with T-Values on Teacher Effectiveness (Rated By Self) of Male-Female and Government–Public Secondary School Teachers (Males: N=75; Females: N=75; Government: N=75 and Public: N=75)

Groups		N	Mean	S.D	T-Value	Significance Level
Gender	Male	75	502.04	65.02	0.367	N.S
	Female	75	498.23	62.08		
Type of School	Govt.	75	503.25	62.69	0.591	N.S
	Public	75	497.12	64.38		

Teacher Effectiveness of Government and Public School Teachers were compared the “t”-value came out 0.591 which again shows insignificant differences. It clearly indicates that Teacher Effectiveness is neither affected by gender nor by type of school.

Teacher Effectiveness: (Rated By Heads)

When the mean scores of Teacher Effectiveness of male and female secondary school teachers (Rated by Heads) were compared, the “t”-value was found 0.307, indicating insignificant difference, suggesting that the Teacher Effectiveness rated by Heads was not influenced by gender (Table-3). On the other hand, when the mean scores of Teacher Effectiveness of Government and Public Secondary School Teachers (Rated by Heads), were compared, the “t”-value was found 3.54, indicating a significant difference between them at 0.01 level. This suggests that Heads of Public Schools rated their teachers more effective and competent as compared to the teachers of Government Schools. Bray (1998) and Kitaev (1999) also found that teachers in private schools are generally more intelligent and efficient in teaching than teachers in aided schools.

Table 3: Means, Standard Deviations along with T-Values on Teacher Effectiveness (Rated By Their Heads) of Male-Female and Government–Public Secondary School Teachers

Groups		N	Mean	S.D	T-Value	Significance Level
Gender	Male	75	19.63	2.72	0.307	N.S
	Female	75	19.77	2.81		
Type of School	Govt.	75	18.89	2.70	3.54	.01
	Public	75	20.41	2.45		

High And Low Spiritual Intelligence Groups

In the present study High and Low Spiritual Intelligence groups of Secondary School Teachers were also compared. It is evident that contrasting groups give clearer picture of differences. The teachers scoring more than mean scores on Spiritual Intelligence were categorized as High Spiritual Intelligence Group (HSIG) and subjects scoring less than mean scores were categorized as Low Spiritual Intelligence Group (LSIG). \

Table 4: Mean, SD along with “T”-Ratio of Teacher Effectiveness in High Spiritual Intelligence Group (HSIG) and Low Spiritual Intelligence Group (LSIG) of Secondary School Teachers

Variable	LSIG		HSIG		T-Ratio	Significance Level
	M	SD	M	SD		
TE (Self)	444.08	60.47	551.78	39.74	9.05	0.01
TE (Heads)	18.75	3.25	20.89	2.60	3.11	0.01

When the mean scores of Teacher Effectiveness of High and Low Spiritual Intelligence Groups (Rated by Self) were compared, the “t”-value was found 9.05, indicating significant difference between the two groups. High Spiritual Intelligence Group (M=551.78) has scored higher than Low Spiritual Intelligence Group (M=444.08) on Teacher Effectiveness when rated by self. This shows that teachers having High Spiritual Intelligence are more effective teachers as compared to the teachers having Low Spiritual Intelligence. On the other hand, when the mean scores of Teacher Effectiveness of High and Low Spiritual Intelligence Groups (Rated by Heads) were compared, the “t”-value was found 3.11, which was significant. This shows that High Spiritual Intelligence Group (M=20.89) has also scored more than Low Spiritual Intelligence Group (M=18.75) when rated by their Heads. So it is evident by the above stated results that teachers having High Spiritual Intelligence were considered more effective in teaching when they rate themselves as well as rated by their Heads.

This finding of the study is also supported by Dincer (2007), who pointed out that high level of Spiritual Intelligence plays a significant role in preparing students of all age groups. The results of this study are also in line with Noble (2001) who suggested that High Spiritual Intelligence can contribute to psychological health and logical behavior. Emmons (2000) and Zohar and Marshall (2000) stated that Spiritual Intelligence is a mechanism by which people can improve their overall quality of life. They believed that when the level of Spiritual Intelligence is high and we are in contact with our wholeness, we tend to develop intellectual and proper behavior. When the level of our Spiritual Intelligence is low, we become caricatures of ourselves. 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. Teachers have strong hand in shaping the child’s value systems. A teacher with high Spiritual Intelligence in himself can develop them into good personalities.

CORRELATIONAL ANALYSIS

To study the relationship between Spiritual Intelligence and Teacher Effectiveness, Pearson’s Product Moment Correlation was applied. A significant

Table 5: Relationship between Spiritual Intelligence and Teacher Effectiveness of Secondary School Teachers

Groups		Correlation Coefficient (Rated by Self)	Correlation Coefficient (Rated by Head)
Gender	Male	69*	0.16
	Female	0.04	0.05
Type of School	Govt.	74*	0.45*
	Public	46*	-0.04

* Correlations significant at 0.01 level

Positive correlation was found between Spiritual Intelligence and Teacher Effectiveness of males ($r=0.69$) when rated by self. Though correlation does not indicate cause and effect relationship but positive relationship between Spiritual Intelligence and Teacher Effectiveness indicates that spiritually intelligent males are more effective teachers. Similarly, the coefficient of correlation of Government School Teachers clearly indicates a positive significant correlation between Spiritual Intelligence and Teacher Effectiveness when rated by self ($r=0.74$) as well as when rated by Heads ($r=0.45$). It means that spiritually intelligent Government school teachers have been found to be more effective teachers when they rated themselves as well as rated by their respective Heads. In case of Public School teachers, there is a positive significant correlation ($r=0.46$) between Spiritual Intelligence and Teacher Effectiveness when they rated themselves. It means spiritually intelligent Public School Teachers consider them more effective teacher according to self ratings.

CONCLUSIONS

The major findings of the present study are:-

- The Spiritual Intelligence of Secondary School Teachers does not vary significantly when gender (Male/Female) and type of school (Government / Public schools) were taken into consideration.
- The Teacher Effectiveness of Secondary School Teachers does not differ significantly when gender and type of school were taken into account (Rated by Self).
- The Teacher Effectiveness of Secondary School Teachers differs significantly when they were rated by their Heads. Mean scores show that Public School Teachers are better according to their Heads.
- The Spiritual Intelligence of Government Secondary School Teachers is positively correlated with teacher effectiveness when rated by self as well as by their Heads. On the other hand, the Spiritual Intelligence of Public Secondary School Teachers positively correlated with Teacher Effectiveness when rated by self only.
- The Spiritual Intelligence of male teachers was positively correlated with Teacher Effectiveness when rated by self.
- The “t”-value clearly shows a significant difference in Teacher Effectiveness of High and Low Spiritual Intelligence groups of teachers. Teachers having High Spiritual Intelligence are more effective than teachers with low Spiritual Intelligence.

The researchers in this field believed that when the level of Spiritual Intelligence is high, we are in contact with our wholeness and we tend to develop intellectual and proper behavior. When the level of our Spiritual Intelligence is low, we become caricatures of ourselves. 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. Teachers have strong hand in shaping the child’s value systems. A teacher with high Spiritual Intelligence in himself can develop them into good personalities.

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