

IMPACT OF SPIRITUAL INTELLIGENCE ON WORK ETHICS OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

According to this study, spiritual intelligence and work ethics positively and significantly influence secondary school teachers. The present study focuses on spiritual intelligence and personality traits along with the work ethics of secondary school teachers in the Suryapet district of Telangana. The present study was carried out on a representative sample of 600 secondary school teachers from various urban and rural schools selected in the Suryapet district of Telangana state. The sample was selected using a random sampling technique. For this study, the researcher chose samples based on gender, location, type of institute, type of school, level of education, marital status, grade in school, a subject dealt with, age, and experience. In this study, only secondary school data were utilized. The spiritual intelligence scale was standardized by Dr. Tirath Singh (2008). Work ethics scale adapted and standardized by Maria Joseph A (2016), using the Person correlation coefficient, data were examined. According to research, teachers' professional ethics and spiritual intelligence are positively correlated. Based on these findings, we conclude that teachers' spiritual intelligence plays a crucial role in sustaining the quality of their work. This is because it helps them to embody specific principles that direct their work behavior, enabling them to continually create high-quality work.

KEYWORDS: *Spiritual Intelligence, Work Ethics and Secondary School Teachers*

INTRODUCTION

A teacher should be a learning director, a communicator of culture and values, and a knowledge communicator. Only this teacher teaches by modeling the behavior he wants his students to exhibit. "The teacher's function in society is of fundamental importance," declared Dr. Radha Krishnans. "He works as the pivot for transmission of intellectual traditions and technical abilities from generation to generation and keeps the flame of civilization alive." Education plays a crucial part in a country's progress and development, and teachers are accountable for these at all levels of our educational institutions.

According to Prof. Humayan Kabir, "Teachers are the centre of educational systems. Even the best system is doomed to failure without a good instructor; with skilled teachers, even flaws may be mostly fixed. Teachers have a very significant role in moulding and forming students' character as well as their habits, tastes, and conduct. He is a skilled craftsman who undertakes the important task of unraveling identities."

SPIRITUAL INTELLIGENCE

The Word spiritual has originated from the Latin root “Spirits” which infers “breath” alluding to the breath of life. It includes opening our hearts and developing our ability to experience awe, respect, and appreciation. It is one’s capacity to see the hallowed in the normal, to feel the power of life, to know the enthusiasm of presence, and to give us our integrity.

The term “spiritual intelligence” is made up of two words “spiritual” which means something related to the spirit and “intelligence” which means the ability to acquire and apply knowledge. So the term spiritual intelligence may be defined as the ability to acquire and apply the knowledge of spirit. The acquirement of knowledge of spirit involves the findings related to the existence and source of the spirits.

WORK ETHICS

Every profession, department, and institute has its own set of work ethics that must be adhered to in order for them to thrive and exist. Diverse professions have established their own ethical standards throughout the years that communicate the message and sense of obligation that members are required to disclose their job while outlining the common duties, regulations, and principles that they should have with regard to their profession. Work ethics holds a unique place among applied ethics. Labor ethics are viewed by theorists as each individual’s belief in the importance of their work (Rezayian, Ali. 2002).

Work ethics as a declaration of organizational values encompasses behavioral rules, established codes, institution philosophy, and employees’ duty for stockholders, customers, the environment, or any other component of the business or society (Singh. J.B, 2011). A person’s or a group’s behavior may be influenced by a set of spiritual ideals and principles that are either faithful or unfaithful. The virtue or vice, the truth or falseness of a person’s or a group’s behavior, and the good and bad of an organization are all determined by this set of principles and values.

Teachers can decide what is acceptable or wrong in the classroom based on ethics. Each instructor does, in fact, have a true or incorrect attitude toward the workplace. His personality is formed by the attitudes outside of work that impact his personal life. Workplace morality is the standard for proper labor and job responsibilities performed without direct supervision. The establishment of work ethics in schools is a step toward establishing the agreed-upon standards, fair observation of rules, improved work quantity and quality, preference of organizational benefits over personal benefits, fair decision-making of realities, creation of positive creativity and dynamics, development of committed and responsible individuals, development of empathy and collaboration with other organization members, satisfaction with right, avoidance of negative stress, and acceptance of positive criticism.

REVIEW OF RELATED LITERATURE

Sheeraz Ayoub Kuchy (2017) studied Professional Ethics among Primary School Teachers. The present investigation aimed to study the professional ethics of primary school teachers and to compare the professional ethics of teachers with respect to their qualifications and teaching experience. The normative survey was employed as a method of investigation. The main findings of the study indicated that primary school teachers exhibit the average level of professional ethics and significant differences exist in their professional ethics with respect to their qualifications and teaching experience. More qualified and more experienced primary school teachers were found to have more professional ethics as compared to less qualified and less experienced teachers.

Thoker (2017) conducted a study on professional ethics in relation to gender amongst the teachers of higher secondary schools and found that the level of professional ethics of teachers is significantly influenced by gender. Further, the study indicated that male teachers' level of professional ethics was high in comparison to their counterparts.

Vats and Gupta (2018) studied the impact of spiritual intelligence on the work ethics of secondary school teachers and the findings show that there is a positive relationship between spiritual intelligence and the work ethics of teachers. The study concluded that spiritual intelligence plays a significant role to improve the quality of work among school teachers which helps them to personify positive principles that help in their professional behavior and leads to producing quality work.

Kaur (2018) conducted a study on the professional ethics among college teachers in relation to team effectiveness and emotional and social intelligence. The study was conducted on a sample of 500 college teachers (degree college teachers and teachers from the college of education) across the state of Punjab. The findings showed that the majority of the college teachers and teachers in the college of education lie at the average level of professional ethics. However, a significant difference was observed between teachers in the college of education and college teachers wherein the teachers in the college of education were higher as compared to the college teachers.

Devika and Dilip (2019) studied the professional ethics among the school teachers of the Coimbatore district of Tamil Nadu. The study aimed to identification of factors influencing ethical values among teachers. The study pointed out that significant differences existed between teachers drawing different scales of salary and amongst teachers working in different types of schools. This indicates that salary affects the professional ethics of school teachers so also the type of school the teacher serves influences the professional ethics of the teachers.

Jacob and Baboo (2019) analyzed the influence of five-factor personality traits and virtues of character strengths on teacher effectiveness of secondary school teachers in the northern part of Kerala. The study concluded that virtues of humanity and courage emerged as the most significant and positive predictors of teacher effectiveness and personality traits of extroversion, openness, agreeableness, and conscientiousness had a significant positive influence on virtues of character strengths. On the other hand, neuroticism on transcendence, temperance, courage, and justice was reversely associated. Further, the study revealed that there were positive relationships between the dimensions of personality traits, virtues of character strengths, and teacher effectiveness.

Enest (2019) in his article on the ethical obligations of mathematics teachers highlighted that mathematics teachers shared the obligation of care towards the students, exercise their responsibilities at their best, and be sources and models of inspiration for students. He also pins pointed out that an ethical mathematics teacher should also consider the ethical consequences of the different pedagogies, selection, and representation of the content. Lastly, he asserted that teachers who shoulder ethical responsibilities become enhanced and more effective and rewarding for themselves, others, and the student community.

Yıldırım, Albez, & Akan (2019) conducted a study on the unethical behavior of teachers in their relationship with other stakeholders. Content analysis was used for the analysis of the data. The findings indicated that the unethical behavior of the teachers was related to justice and equality, respect for themselves and others, personal and professional integrity, and compliance with institutional culture.

Kong and Kong (2019) conducted a conceptual study on the professional ethics development of American college teachers. The study provides a historical perspective on the construction and development of American teachers' professional ethics. The study suggested a revisit of the existing practice of professional ethics whereby the professional ethics of university teachers should not reflect only in their relationship between teachers and students, teacher and colleagues but also in the attitude of the teachers towards the profession and academia itself.

Haider, Munawar, and Ali (2020) conducted a study to validate the ethics practices scale and its application in Pakistani higher education. The study was conducted on a sample of 1200 Pakistani higher education students. The findings indicated that the tool was valid and reliable. It also showed the existence of a moderate correlation between teacher-student relationship and teacher and teaching profession while a weak relationship between teacher conduct towards society and teachers and the teaching profession. However, a high correlation was observed between teacher and teaching profession and teacher relationship with colleagues, management, and institution.

Kouser (2020) studied the professional ethics of school teachers in relation to privately managed schools and govt. managed schools and found that there was a significant difference between government and private school teachers, professional ethics was high among private school teachers in comparison to their counterparts.

RESEARCH METHODOLOGY

Title of the Study

“Relationship of Spiritual intelligence and Personality traits with work ethics of secondary school teachers”.

Objectives of the Study

The following objectives are framed for the present study by the researcher.

1. To find out the spiritual Intelligence of the secondary school teachers and to classify them.
2. To find out the spiritual Intelligence of the secondary school teachers with respect to the following components.
 1. Commitment
 2. Divinity
 3. Flexibility
 4. Gratitude
 5. Intuition
 6. Inquisitive
 7. Field-independent
 8. Mission
 9. Inner-peace
 10. Self-awareness
 11. Vision

12. Virtuous-behavior
3. To find out the influence of the following demographic variables on the spiritual Intelligence of the secondary school teachers.
 1. Gender
 2. Locality
 3. Marital status
 4. Level of Education
 5. Teaching Experience
 6. Age
 7. Subject dealing
 8. Type of institute
4. To find out the personality traits of the secondary school teachers and classify them.
5. To find out the personality traits of the secondary school teachers with respect to the following components.
 1. Introvert
 2. Extrovert
6. To find out the influence of the following demographic variables on the personality traits of the secondary school teachers.
 1. Gender
 2. Locality
 3. Marital status
 4. Level of Education
 5. Teaching Experience
 6. Age
 7. Subject dealing
 8. Type of institute
7. To find out the work ethics of the secondary school teachers and classify them.
8. To find out the work ethics of the secondary school teachers with respect to the following components.
 1. Towards Students
 2. Professional Ethics towards Parents and Community

3. Professional Ethics towards Teaching Profession,
 4. Professional Ethics towards Colleagues
 5. Professional Ethics towards Management
9. To find out the influence of the following demographic variables on the work ethics of secondary school the teachers.
1. Gender
 2. Locality
 3. Marital status
 4. Level of Education
 5. Teaching Experience
 6. Age
 7. Subject dealing
 8. Type of institute
10. To find out the relationship between spiritual Intelligence and the personality traits of the secondary school teachers.
11. To find out the relationship between the Personality traits and work ethics of the secondary school teachers.
12. To find out the relationship between the work ethics and spiritual Intelligence of the secondary school teachers.

Hypotheses of the Study

The following null hypotheses were formulated for testing.

Hypothesis 1: The school teachers are possessing high spiritual Intelligence.

Hypothesis 1A: There would be no significant difference between male and female secondary school teacher's secondary school teachers in their spiritual Intelligence.

Hypothesis 1B: There would be no significant difference between rural and urban secondary school teachers in their spiritual Intelligence.

Hypothesis 1C: There would be no significant difference between married and unmarried secondary school teachers in their spiritual Intelligence.

Hypothesis 1D: There would be no significant difference between the D.Ed and B.Ed of the secondary school teachers in their spiritual Intelligence.

Hypothesis 1E: There would be no significant difference between above 20 years and below 20 years of teaching experience, of the secondary school teachers in their spiritual Intelligence.

Hypothesis 1F: There would be no significant difference between ages below 40 and above 40 years of the secondary school teachers in their spiritual Intelligence.

Hypothesis 1G: There would be no significant difference between arts, science, and language subjects teachers in their spiritual Intelligence.

Hypothesis 1H: There would be no significant between the Government, Private, and aided secondary school teachers in their spiritual Intelligence.

Hypothesis 2: The secondary school teachers are possessing high personality traits.

Hypothesis 2A: There would be no significant difference between male and female secondary school teachers secondary school teachers in their personality traits.

Hypothesis 2B: There would be no significant difference between rural and urban secondary school teachers in their personality traits.

Hypothesis 2C: There would be no significant difference between married and unmarried secondary school teachers in their personality traits.

Hypothesis 2D: There would be no significant difference between the D.Ed and B.Ed of the secondary school teachers in their personality traits.

Hypothesis 2E: There would be no significant difference between above 20 years and below 20 years of teaching experience, of the secondary school teachers in their personality traits.

Hypothesis 2F: There would be no significant difference between ages below 40 and above 40 years of the secondary school teachers in their personality traits.

Hypothesis 2G: There would be no significant difference between arts, science, and language subjects teachers in their personality traits.

Hypothesis 2H: There would be no significant between the Government and Private secondary school teachers in their personality traits.

Hypothesis 3: The secondary schools teachers are possess high work ethics.

Hypothesis 3A: There would be no significant difference between male and female secondary school teachers in their work ethics.

Hypothesis 3B: There would be no significant difference between rural and urban secondary school teachers in their work ethics.

Hypothesis 3C: There would be no significant difference between married and unmarried secondary school teachers in their work ethics.

Hypothesis 3D: There would be no significant difference between the D.Ed and B.Ed of the secondary school teachers in their work ethics.

Hypothesis 3E: There would be no significant difference between above 20 years and below 20 years of teaching experience, of the secondary school teachers in their work ethics.

Hypothesis 3F: There would be no significant difference between ages below 40 and above 40 years of the secondary school teachers in their work ethics.

Hypothesis 3G: There would be no significant difference between arts, science, and language subjects teachers in their work ethics.

Hypothesis 3H: There would be no significant between the Government and Private secondary school teachers in their work ethics.

Hypothesis 4: There would be no significant relationship between spiritual Intelligence and personality traits of the secondary school teachers.

Hypothesis 5: There would be no significant relationship between the Personality and work ethics of the secondary school teachers.

Hypothesis 6: There would be no significant relationship between work ethics and Spiritual intelligence of the secondary school teachers.

Type of Hypothesis

The null hypothesis is selected for the present study

Variables of the Study

The following variables are taken into account in this study.

Independent Variables

- Spiritual intelligence
- Personality traits

Dependent Variables

Work ethics

Demographic Variables

Gender: (Male/Female)

Locality: (urban/rural)

Marital status (Married/ UN Married)

Level of education (B.Ed &D.Ed)

Teaching Experience (Below10 years, 11 to 15 years, Above 10 years)

Age: (Below 40/ Above 40)

Subject Dealing: (Arts/Science/Language)

Type of institution: (Government/private)

Method of the Study

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

The Population of the Study

The population of the present study is 600 teachers working in secondary schools in government, aided, and private sector in the Suryapet District, in the Telangana state.

Sample Selected for the Study

The present study is Spiritual intelligence and Personality traits with work ethics of secondary school teachers in the Suryapet district of Telangana. The present study was carried out on a representative sample of 600 Secondary School teachers from various urban and rural schools selected in the Suryapet district of Telangana state. The sample was selected using a random sampling technique. The investigator considered the following strata while sampling viz., Gender, Locality, Type of institute, Type of school, Level of education, marital status Grade of school, Subject dealing, Age, and Experience were chosen for the present study.

TOOLS OF THE STUDY

- The spiritual intelligence scale was standardized by **Dr. Tirath Singh (2008)**.
- Personality traits (Introversion-Extroversion Inventory) scale standardized by (I.E.I.) by **P. F. Aziz and Rekha Gupta (2009)**.
- Work ethics scale adapted and standardized by **Maria Joseph A (2016)**

ANALYSIS AND INTERPRETATION OF DATA

Whole Sample Analysis in Spiritual Intelligence

Objective-1: To find out the spiritual Intelligence of the secondary school teachers and to classify them. In the above objective, the scores of all the samples were calculated to arrive at the Mean, Standard deviation, and % of the mean of the sample. The results are as follows in Table 4.1.

Table 4.1: Whole Sample of Data Analysis in Spiritual Intelligence

N	Mean	S. D	% of Mean	1/5 th of Mean
600	316.74	17.11	75.41	63.34

Observations

From the aforementioned Table 4.1, the following observations have been made. There are 600 teachers in all. The mean values are as follows: 316.74 for the mean, 17.11 for the standard deviation, 75.41 for the percentage of the mean, and 63.34 for the 1/5 of the mean. Secondary school teachers have above-average in spiritual intelligence.

Interpretation

As per the whole sample in the Spiritual intelligence, all of the secondary school teachers fall under the above average in their Spiritual intelligence.

Classification in Spiritual Intelligence

The mean and standard deviation for the entire group were calculated for the secondary school teachers' scores according to their Spiritual intelligence. The percentage of mean and standard deviation for the entire sample are 75.41 and 17.11, respectively.

Table 4.2: Classification in Spiritual Intelligence of the Secondary School Teachers

S.No	Classification Level	N	Percentage
1.	Low	112	18.66%
2.	Average	351	58.5%
3.	High	137	22.83%

Observations

The following aspects can be seen in the Table (4.2) above: According to the classification table, 18.66% of teachers have low spiritual intelligence, 58.5% have moderate intelligence, and 22.83% have high spiritual intelligence.

Interpretation

According to the numbers in Table (4.2), the majority of secondary school teachers have a moderate level in spiritual intelligence, which equals 58.5.3% of the total number of secondary school teachers.

Area Wise Analysis of Spiritual Intelligence in Secondary School Teachers

Objective-5: To find out the spiritual Intelligence of the teachers with respect to the following components.

- Commitment
- Divinity
- Flexibility
- Gratitude
- Intuition
- Inquisitive
- Field-independent
- Mission
- Inner-peace
- Self-awareness
- Vision
- Virtuous-behavior

Table 4.3: Area Wise Analysis of Spiritual intelligence of the Secondary School Teachers

Area	Mean	SD	% of Mean	Order
Area 1	14.19	1.87	70.95	IX
Area 2	32.55	1.65	81.37	II
Area 3	18.14	1.33	72.56	VII
Area 4	25.98	1.32	74.22	VI
Area 5	8.51	1.29	56.73	XII
Area 6	13.54	1.42	67.7	XI
Area 7	34.87	1.41	77.48	IV
Area 8	54.33	1.69	83.58	I
Area 9	26.56	1.82	75.88	V
Area 10	28.31	1.77	70.77	X
Area 11	28.99	1.86	72.47	VIII
Area 12	31.77	1.72	79.42	III

Interpretation

According to the data in the aforementioned Table (4.3), mission is the area of spiritual intelligence that secondary school teachers possess at the highest level, while flexibility is the area in which they possess the least spiritual intelligence.

Whole Sample of Data Analysis in Work Ethics

Hypothesis 3: The secondary school teachers possess a high work ethics.

Table 4.4: Whole sample of Data Analysis in Work Ethics

Whole sample	Mean	SD	% of Mean	1/5 th of Mean
600	123.33	10.84	77.08	24.66

Observations

The following observations have been made based on the preceding table: (4.4). In total, there are 600 teachers. The value is 1/5 of 24.66, with a mean of 123.33, a standard deviation of 10.84, and a percentage of the mean value of 77.08. The results demonstrate that the teachers have higher-than-average work ethics.

Interpretation

Most secondary school teachers score above average in work ethics, according to the results of the entire sample.

4.11 Classification in Work Ethics of the Secondary School Teachers

The mean and standard deviation for the entire group were calculated for the secondary school teachers' work ethics scores. The mean and standard deviation for the entire sample are 123.33 and 10.84, respectively.

Table 4.5: Classification in Work Ethics of the Secondary School Teachers

S.No	Level of Work Ethics	N	Percentage
1.	Low	112	18.66%
2.	Average	332	55.33%
3.	High	156	26%

Observations

The aforementioned Table (4.5) has revealed the following elements: According to the classification table, 18.66% of teachers have poor work ethics, followed by 55.33% who have moderate ethics, and 26% who have high ethics.

Interpretation

According to Table 4.5, the majority of secondary school teachers have a moderate level of work ethics. This translates to 55.33% of secondary school teachers having a moderate level of work ethics.

4.12 Area Wise Analysis in Work Ethics

Objective-8: To find out the work ethics of the teachers with respect to the following components.

- Towards Students
- Professional Ethics towards Parents and Community
- Professional Ethics towards Teaching Profession,
- Professional Ethics towards Colleagues
- Professional Ethics towards Management

Table 4.6: Area Wise Dimensions Analysis in Work Ethics

Area	Mean	SD	% of Mean	Order
Area-1	22.26	2.27	69.56	V
Area-2	25.15	2.56	75.59	II
Area-3	23.86	2.30	74.56	III
Area-4	23.32	1.74	72.87	IV
Area-5	26.27	1.66	82.09	I

Interpretation

According to the aforementioned Table (4.6), the highest level of dimension in all areas of secondary school teachers' work ethics is professional ethics toward management (82.09), and the lowest level area is toward students (69.56).

Hypothesis 6: There would be no significant relation between work ethics and Spiritual intelligence of the secondary school teachers.

Table 4.7: Correlation between Work Ethics and Spiritual Intelligence

Variable	No	df	'r'
Work ethics	600	598	0.81
Spiritual intelligence	600		

Observations

The following observations have been drawn from Table 4.7 above. The df value is 598, the 'r-value is 0.81 significant between the variables, there are 1200 secondary school teachers, 600 secondary school teachers from work ethics, and 600 secondary school teachers from spiritual intelligence.

Interpretation

It is clear from Table 4.7 that there is a 0.15 correlation between spiritual intelligence and work ethics. At a threshold of significance of 0.01, the estimated r-value exceeds the value in the table. We therefore reject hypothesis is rejected. The findings show a strong positive correlation between the secondary school teachers' work ethics and spiritual intelligence.

EDUCATIONAL IMPLICATIONS

- The present study was undertaken to determine the relationship between spiritual intelligence and personality traits of secondary school teachers.
- Findings of this study on the levels of Spiritual intelligence and Personality traits with work ethics of secondary school teachers, May be applied to the secondary school teachers who act as role models, mentors, guides, and counselors to all students for their future developments in the learning process.
- Educational authorities take different steps to improve the school environment and promote spirituality.
- The results reveal the need for teacher preparation programs to include space and time for discussion of spiritual matters.
- School authorities and policymakers should take responsibility together for developing spiritual intelligence level at the personal, group, and organizational levels. For enhancing spiritual intelligence among secondary school teachers meditation training and yoga can be arranged.
- This investigation provides scope to know and recognize the importance of Spiritual Intelligence and Personality traits to students and teachers in educational organizations.
- The entire findings of the present investigation may be helpful to the teaching community at all levels of education, from primary to post-graduation, professional and non-professional courses.
- Results of the present investigation may be helpful to the teachers, curriculum setters, educational administrators, and decision-makers to develop better strategies, techniques, and programs to enhance Spiritual intelligence and Personality traits with work ethics.
- The present educational institutions are not adequately equipped to handle the Personality problems of the students. The findings of this investigation may resolve such types of problems.

SUGGESTIONS FOR FURTHER STUDIES

Based on the present study, the investigator brings forth some of the studies that could be taken up in this similar area. They are given as below:

- The present study was confined only to secondary school teachers of Suryapet, Telangana state.
- A similar study may be conducted for all secondary school teachers across the state of Telangana.
- A comparative study may be conducted among primary, Degree College, and university level teachers.
- The current study may be reached out to the teachers of professional courses like law, engineering, and medicine.
- A comparative study can also be conducted on the spiritual intelligence of preservers and in-service teachers.
- A comparative study on the professional ethics amongst the secondary school teachers of Surya pet could also be carried out to have an overall understanding of the status of the professional ethics of teachers.

- A comparative study may also be taken up to compare the Spiritual intelligence and Personality traits with the work ethics of secondary school teachers in Higher Educational institutions and those at the school level.
- A similar study may be carried out as a comparative study of College teachers and University teachers.
- An interstate comparative study may be undertaken to compare the Spiritual intelligence and Personality traits with the work ethics of secondary school teachers in the state of Telangana state with the other teachers in other states of India.
- Comparative studies covering different levels of educator education i.e. preprimary, primary, and elementary stages may be done to find out the relationship between spiritual intelligence, personality traits, and work ethics.
- The present study is constrained to govt. aided / private secondary schools only. Similar endeavors can be placed in to conduct investigations on a different educational levels such as primary and upper primary schools

CONCLUSION

Spiritual intelligence touches the “nerve” of the employees and can “makes” them to go beyond the normal actions in. The findings show a strong positive correlation between secondary school teachers’ work ethics and spiritual intelligence. Any kind of intelligence needs to be refined, and spiritual intelligence is no different, according to Vaughan (2002). In order to improve spiritual intelligence among school teachers and to benefit them in both the personal and interpersonal spheres, school authorities and policymakers should jointly assume responsibility for developing spiritual intelligence at the individual, group, and organizational levels. This can be accomplished by organizing various spiritual intelligence training programmes.

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