

# International Multidisciplinary Research Journal

## *Golden Research Thoughts*

Chief Editor  
Dr.Tukaram Narayan Shinde

Publisher  
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor  
Dr.Rajani Dalvi

Honorary  
Mr.Ashok Yakkaldevi

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### Regional Editor

Dr. T. Manichander

### International Advisory Board

Kamani Perera  
Regional Center For Strategic Studies, Sri Lanka

Mohammad Hailat  
Dept. of Mathematical Sciences,  
University of South Carolina Aiken

Hasan Baktir  
English Language and Literature  
Department, Kayseri

Janaki Sinnasamy  
Librarian, University of Malaya

Abdullah Sabbagh  
Engineering Studies, Sydney

Ghayoor Abbas Chotana  
Dept of Chemistry, Lahore University of  
Management Sciences[PK]

Romona Mihaila  
Spiru Haret University, Romania

Ecaterina Patrascu  
Spiru Haret University, Bucharest

Anna Maria Constantinovici  
AL. I. Cuza University, Romania

Delia Serbescu  
Spiru Haret University, Bucharest,  
Romania

Loredana Bosca  
Spiru Haret University, Romania

Ilie Pinteau,  
Spiru Haret University, Romania

Anurag Misra  
DBS College, Kanpur

Fabricio Moraes de Almeida  
Federal University of Rondonia, Brazil

Xiaohua Yang  
PhD, USA

Titus PopPhD, Partium Christian  
University, Oradea, Romania

George - Calin SERITAN  
Faculty of Philosophy and Socio-Political  
Sciences Al. I. Cuza University, Iasi

.....More

### Editorial Board

Pratap Vyamktrao Naikwade  
ASP College Devrukh, Ratnagiri, MS India Ex - VC. Solapur University, Solapur

Iresh Swami

Rajendra Shendge  
Director, B.C.U.D. Solapur University,  
Solapur

R. R. Patil  
Head Geology Department Solapur  
University, Solapur

N.S. Dhaygude  
Ex. Prin. Dayanand College, Solapur

R. R. Yaliker  
Director Management Institute, Solapur

Rama Bhosale  
Prin. and Jt. Director Higher Education,  
Panvel

Narendra Kadu  
Jt. Director Higher Education, Pune

Umesh Rajderkar  
Head Humanities & Social Science  
YCMOU, Nashik

Salve R. N.  
Department of Sociology, Shivaji  
University, Kolhapur

K. M. Bhandarkar  
Praful Patel College of Education, Gondia

S. R. Pandya  
Head Education Dept. Mumbai University,  
Mumbai

Govind P. Shinde  
Bharati Vidyapeeth School of Distance  
Education Center, Navi Mumbai

G. P. Patankar  
S. D. M. Degree College, Honavar, Karnataka

Alka Darshan Shrivastava  
Shaskiya Snatkottar Mahavidyalaya, Dhar

Chakane Sanjay Dnyaneshwar  
Arts, Science & Commerce College,  
Indapur, Pune

Maj. S. Bakhtiar Choudhary  
Director, Hyderabad AP India.

Rahul Shriram Sudke  
Devi Ahilya Vishwavidyalaya, Indore

Awadhesh Kumar Shirotriya  
Secretary, Play India Play, Meerut (U.P.)

S. Parvathi Devi  
Ph.D.-University of Allahabad

S.KANNAN  
Annamalai University, TN

Sonal Singh,  
Vikram University, Ujjain

Satish Kumar Kalhotra  
Maulana Azad National Urdu University



---

## TEACHING PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SPIRITUAL INTELLIGENCE

Rajesh Chauhan

Research Scholar, Faculty of Education ,  
Jodhpur National University, Jodhpur (Rajasthan)

### ABSTRACT

**T**he present investigation aimed to know effect of Spiritual Intelligence on Teaching Performance of secondary school teachers. For the purpose a sample of 450 secondary school teachers was selected from Agra region. Teacher Performance Questionnaire and Spiritual Intelligence Scale were used to collect the data. Results revealed that the high spiritually intelligent secondary school teachers are more effective in teaching and vice versa. The significant positive correlation was found between teaching performance and spiritual intelligence of secondary school teachers.

**KEY WORDS:** Spiritual Intelligence , Teacher Performance Questionnaire , effective in teaching and vice versa.



### INTRODUCTION :

The success or failure of any school's educational endeavor rests largely with the classroom teacher. There is indeed no substitute for an effective teacher. However, identification of an effective teacher has been a problem that has eluded solution for the preceding several decades, despite extensive research in teacher performance area. Results, till date, obtained through many research studies on teaching performance are not only inconclusive but also inconsistent.

Over the last three decades considerable investigative work has been done on teaching, teaching efficiency and teaching performance. Teaching aptitudes, academic grades, SES, teaching experiences and age appeared to be sound predictors of teaching performance. Separately the main predictors were identified as home, health, social, spiritual and total adjustments, dominance, submission and verbal and non-verbal intelligence.

Conventionally the researchers adhere to one of the most important variable, which affects schooling as well as profession is the quality of behaviour, called intelligence. **E.L Thorndike (1920)** has classified intelligence into three categories. First: Concrete intelligence or ability to understand and deal with things as in skilled trade and scientific appliances. Second; Abstract intelligence or ability to understand and deal with verbal and mathematical symbols. Third: Social intelligence or ability to understand and deal with persons.

Now a days, the researcher have invented a new construct i.e. called Spiritual Intelligence to know and

interpret the inner psychological world of all human being. Spiritual intelligence is the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's own thinking and actions. A very simple definition of Spiritual Intelligence is, "Knowing what feels good, what feels bad, and how to get from bad to good", A more academic sounding definition of spiritual intelligence is "The spiritual awareness and spiritual management skills which provide the ability to balance emotion and reason so as to maximize our long term happiness" (<http://user.southeast.spiritual>).

It is believed that Spiritual Intelligence is the basis of all success in human life. *Yate (1997)*, listed various jobs on the basis of the level of Spiritual Intelligence requiring success and satisfaction. From the list it is clear that a teacher requires the very high level of Spiritual Intelligence to deal with students as compared to a Botanist who may require a lower level of Spiritual Intelligence.

It was observed that Spiritual Intelligence was significantly and highly correlated with job performance while cognitive intelligence (IQ) had a very low and insignificant correlation with performance in the work place. Each profession requires a certain level of Spiritual intelligence. Without it a person cannot get success in his professional career.

A teacher ought to understand what his students are thinking. Spiritual Intelligence helps him great to understand this. There are wide individual differences in performance of such roles as salesman, businessman, teachers, engineers etc. Spiritual Intelligences have some thing to do with success in most of these assignments. Perhaps the difference between the effective and ineffective teaching depends upon the ability the respond successfully to students. Many researches have been carried out in the field of teaching performance in relation to various aspects, but no research has been carried out in relation to Spiritual Intelligence. Thus, the investigator decided to study the Teaching Performance of secondary school teachers in relation to their Spiritual Intelligence.

## HYPOTHESES

1. There exists no significant difference in Teaching Performance of high and low spiritually intelligent secondary school teachers.
2. There exists no significant relationship between Teaching Performance and Spiritual intelligence of secondary school teachers.

## METHOD

The researcher employed the "Descriptive Survey method".

## SAMPLE

A sample of 450 (225 male and 225 female) secondary school teachers was selected from the various secondary schools of Agra by using semi-probability sampling techniques.

## TOOLS

1. **Teacher Performance Scale** constructed by P. Kumar and D.N. Mutha.
2. **Spiritual Intelligence scale** constructed by Roquiya Zainuddin and Anjum Ahmed.

## PROCEDURE

The investigator personally approached the secondary school teachers of Agra. The tools required approximately 45 minutes to complete. Firstly, Teacher Performance Scale was administered then Spiritual Intelligence scale administered on all sample units later on. For the analysis of the data, Mean, Standard Deviation, Coefficient of Correlation and Critical Ratio Test were used.

## RESULTS AND DISCUSSION

To study the effect of Spiritual Intelligence on Teaching Performance, first of all, the total sample of secondary school teachers was categorized into three groups i.e. high, average and low spiritually intelligent on the basis of mean and standard deviation of spiritual intelligence score.

To compare the three groups of secondary school teachers on their teaching performance, the critical-

ratio test was applied. The results obtained are shown in the table -1.

**Table -1 Mean, S D and CR value of teaching performance of high, average & low spiritually intelligent secondary school teachers**

GROUPS	N	M	SD	CR	df	p
LOW SPIRITUAL INTELLIGENCE	74	224.51	24.88	5.78	378	< 0.01
AVERAGE SPIRITUAL INTELLIGENCE	306	248.90	34.31			
LOW SPIRITUAL INTELLIGENCE	74	224.51	24.88	10.38	142	< 0.01
HIGH SPIRITUAL INTELLIGENCE	70	277.09	35.29			
AVERAGE SPIRITUAL INTELLIGENCE	306	248.90	34.31	6.17	374	< 0.01
HIGH SPIRITUAL INTELLIGENCE	70	277.09	35.29			

A careful perusal of the table-1 reflects that on teaching performance measure, the high spiritually intelligent secondary school teachers scored high in comparison to the average and low spiritually intelligent secondary school teachers. The obtained CR-values for low & average, average & high and low & high spiritually intelligent teachers are statistically significant at .01 level of significance. It shows that the groups i.e. low, average & high spiritually intelligent secondary school teachers differ significantly on their teaching performance. The secondary school teachers who are high in their spiritual intelligence are found high in their teaching performance.

Thus, the null hypothesis that *"there exists no significant difference in teaching performance of high, average and low spiritually intelligent secondary school teachers"* is rejected. Therefore it can be inferred that high spiritually intelligent secondary school teachers are more effective in teaching.

The researcher on making review of research studies could not find any research study dealing with spiritual intelligence and teacher performance, therefore, finding of the present study cannot be discussed in the light of earlier studies. However, it can be said on the basis of general observation that high spiritually intelligent teachers are more effective in teaching and as the degree of spiritual intelligence decreases or increases, degree of teaching performance also decreases or increases in same proportion.

The relationship between the teaching performance and spiritual intelligence of secondary school teachers was further studied by computing the coefficient of correlation. The results are presented in table – 2.

**Table - 2 : Correlation between teaching performance and spiritual intelligence scores of the secondary school teachers**

		r	p
Teaching Performance	Spiritual Intelligence	0.55	<.01

It is evident from Table -2 that the computed value of co-efficient of correlation between teaching performance and spiritual intelligence is positive. The computed value of coefficient of correlation ( $r=0.55$ ) found significant at .01 level of confidence. Hence, the hypothesis that *'there exists no significant relationship between teaching performance and spiritual intelligence of secondary school teachers'* is rejected.

Thus, it can be inferred that spiritual intelligence contribute significantly towards teaching performance. It means spiritual intelligence has positive affect on teaching performance. Further, the spiritually intelligent teachers have good Information source; good motivator; have good teaching skills; have good professional knowledge and classroom management; have good relationship with pupils, fellow teachers, principal and parents; good advisor and guide; and have good personality characteristics. Thus it can be concluded that the spiritual intelligence has considerlily high role in determining the teaching performance.

In the present study it is elucidated that teacher performance is found to be positively and significantly correlated with spiritual intelligence. Teachers having more spiritual intelligence are likely to be effective. This implies that spiritual intelligence is positively and significantly related to teacher performance revealing that teachers having high spiritual intelligence are likely to be more effective. **Jennifer (2011)** pointed towards teachers understanding and considering spirituality as an important aspect of development. The study advocated giving

opportunity to teachers to explore this spiritual intelligence and then, in time, be prepared to approach it with their students. The study proposed that teacher preparation programs should take upon the mission of preparing teachers to open themselves and their classrooms to nourish spirituality, as well as advocate for more in-depth research in this area. It becomes true when the results of Amran (2007) are quoted stating that spiritual intelligence is related to spiritual resources such as Consciousness, Grace, Meaning, Transcendence and truth. Spiritual intelligence connotes the ability to apply, exhibit and actualize spiritual resources, values and qualities to improve daily functioning and well-being.

### EDUCATIONAL IMPLICATIONS

The subject of the study is of much importance and is of vital concern of educators. The results of the present study appear to be hopeful and positive. To make teachers high spiritually intelligent, better institution environment should be provided as well all are familiar with the fact that environment plays a pivoting role in development of spiritual intelligence. Only a spiritually intelligent person can handle his emotions competently. To achieve high spiritual intelligence, teachers must learn to get a perspective on situation which otherwise would lead to spiritual reactions. They can do this best by discussing their problems with others. They must also learn to use spiritual catharsis to clear their systems of pert up spiritual energy. A teacher, who has high Spiritual intelligence, can teach effectively and live in society with better understanding. Spiritual Intelligence is remarkable construct and all aspirants for success in the social life and profession chosen depends upon Spiritual Intelligence.

Training institution can be greatly benefited by making it a point to assess these aspects of student teachers at the time of admission in training institution so that individuals with proper characteristics may be selected for teacher training programmes. Training institution may also provide such situations to the secondary school teachers in training period through which they may develop those characteristics, which are useful in enhancing teaching performance and spiritual intelligence.

The findings of this study may also be helpful to the authorities of educational institutions. Administrative authorities may also realize the importance of the spiritual intelligence of teachers. The present investigation suggests that educational authorities should concentrate their attention not only on academic qualifications, but also on the spiritual intelligence of teachers at the time of requirements. This Study can provide new ways of thinking for better planning & effective execution of educational programmes.

The findings of this study may also be helpful to the principals of schools. Principal may encourage more of mutual understanding, cooperativeness, esprit de corps and cause less of psychophysical hindrances, threat, alienation and control. They should provide opportunities to teachers to participate in decision-making process, teamwork and expression of ideas for improvement. If such atmosphere is created, teachers are sure to drive higher teaching performance, which in turn, is likely to lead to their greater identification with their institution and its various activities.

This study will also provide a guideline to researchers. They can study the Spiritual Intelligence of teachers or students in relation to the different variables namely psychological, social etc. They can develop and standardized the Spiritual Intelligence tool.

### REFERENCES

1. Gardner, H. (1993). Multiple Intelligences. New York: Basic Books.
2. Goleman, D. (1995). Spiritual intelligence. New York: Bantam Books.
3. Sharma, S. (2007). A Study of Job Satisfaction and Teaching Performance of Secondary School Teachers in relation to their Spiritual Intelligence. Unpublished Ph.D. Thesis, Bundelkhand University, Jhansi.
4. Thorndike, E.L. (1920). Intelligence and its uses. Harper's Magazine, 140, 227-235.
5. Yate, Martin (1997). Career Smarts, Jobs with a future, Ballantine.



**Rajesh Chauhan**

**Research Scholar, Faculty of Education , Jodhpur National University, Jodhpur (Rajasthan)**

# Publish Research Article

## International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

### Associated and Indexed, India

- \* International Scientific Journal Consortium
- \* OPEN J-GATE

### Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.aygrt.isrj.org