



TEACHER EFFECTIVENESS IN RELATION TO SPIRITUAL INTELLIGENCE OF GOVERNMENT AND PUBLIC SCHOOL TEACHERS

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Abstract

The study focused on teacher effectiveness and its relation with the spiritual intelligence of government and public school teachers. Present study was conducted on 200 teachers (Male and Female) from Government and public school (100 from government 100 from public school) of Amritsar district. Data was analysed by using 't-test' and 2 way ANOVA. Results showed that high spiritual intelligent teachers are more effective teachers in comparison with low spiritual intelligent teachers in both government and public schools. Moreover, a finding of the research reveals that teacher effectiveness of male and female teachers of both public and government schools do not differ significantly from each other. Also spiritual intelligence of male and female teachers of both public and government schools do not differ significantly from each other. Further 2-way ANOVA results also shows that there is insignificant interactional effect of spiritual intelligence and type of school on teacher effectiveness of teachers.



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INTRODUCTION

The quality of education depends on the quality of teachers, which in turn determines the quality of a nation. The teacher, in an educational system, is more important than all other educational factors taken together, may it be syllabus, textbooks, curriculum, equipment etc. It is no doubt to say that any system of education cannot ever rise above the level of the quality of its teachers. Quality of education can be improved only if our teachers become more committed and effective. Thus teacher effectiveness is paramount in way of quality improvement of the education system of any country.

Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. "Teacher effectiveness refers to the capacity of the teacher to

realize some of the educational objectives like desired pupil behaviour, abilities, habits and characteristics” American Educational Research Association (1952).

The effective teacher had significant more favourable attitude towards teaching than ineffective teachers, attitude towards teaching is significant determinant of success in teaching. (Chajja, 1974)

The issue of teacher effectiveness has become most important agenda of education policy due to which every government is adopting major steps to improve teacher quality. The No Child Left Behind (NCLB) Act of 2001 has made it compulsory to hire only “highly qualified” teachers.

Today is the age of science and technology. High technological advancement is shifting people’s attitude from “being human” to 'becoming machines' which has led to value crisis which is affecting the character of rising generation. To deal with the problem of value crisis, we need to have a strong education policy system which can produce effective teachers. Students always imitate the values and teachings of their teachers. Personal life of the teachers is of public importance (Gurumurthy 2005). So, a teacher who is enthusiastic, intuitive, takes responsibility, moral, wise, integrity, servant, humble, fair, ethical, abundant, compassionate, respectful, and cause-oriented can motivate his students to become humans instead of machines and adopt certain important values in lives. A person with these qualities is said to be a spiritually intelligent person

A significant relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at elementary level is found. (George and Visvam, 2013)

Thus, to build a nation, teachers play a pivotal role. Teachers who are spiritually intelligent can understand children's emotions and feelings respectfully, provide them with the support and dedication they need, and help them learn more skills to manage their emotions and perform well in academics. Envisaging the importance and influence of spiritual intelligence on the teaching profession, the investigator has designed the present study as “**teacher effectiveness in relation to spiritual intelligence of government and public school teachers**”

OBJECTIVES OF THE STUDY

- To compare the teacher effectiveness of high and low spiritually intelligent teachers of Government schools.

- To compare the teacher effectiveness of high and low spiritually intelligent teachers of public schools.
- To study the gender difference in the teacher effectiveness of public school teachers.
- To study the gender difference in the teacher effectiveness of Government school teachers.
- To study gender difference in the spiritual intelligence of Government school teachers.
- To study gender difference in the spiritual intelligence of Public school teachers.
- To study interaction of type of school and different levels of spiritual intelligence on teacher effectiveness of teachers.

HYPOTHESES

- There is no significant difference in teacher effectiveness of high and low spiritually intelligent teachers of Government schools.
- There is no significant difference in teacher effectiveness of high and low spiritually intelligent teachers of Public schools.
- There is no significant gender difference in the teacher effectiveness of Public school teachers.
- There is no significant gender difference in the teacher effectiveness of Government school teachers.
- There is no significant gender difference in the spiritual intelligence of Government school teachers.
- There is no significant gender difference in the spiritual intelligence of Public school teachers.
- There is no significant interaction effect of different level of spiritual intelligence and type of school on teacher effectiveness of teachers.

DELIMITATIONS OF THE PROBLEM

- The present study will be delimited to the government and private school teachers of Amritsar district only.

RESEARCH METHODOLOGY

The present study comes under the domain of descriptive research.

SAMPLE

A random sample of 200 teachers (Male and Female) was drawn from Government and public school (100 from government 100 from public school) of Amritsar district.

RESEARCH TOOLS

The following tools were used to collect the data

- **Spiritual Quotient Scale (SQS.) by Koradia, Singhal, and Narang (2008)**
- **Kulsum Teacher Effectiveness Scale (KTES) by Kulsum (2005)**

STATISTICAL TECHNIQUES

Statistical techniques like mean, S.D., t-test and ANOVA were used for the analysis of data.

In order to find out the interaction of spiritual intelligence and type of school on the teacher effectiveness among government and public school teachers, 2x2 factorial design is framed.

Spiritual Intelligence x Type of school.

Since the number of cases in different cells of factorial designs varied in different combinations, it was thought desirable equal number of cases in each cell, with varying number in each factorial design. The analysis of variance with n =11 in each cell were carried out in Spiritual Intelligence x Types of schools, factorial design. Needless to mention it is an essential requirement to have equal number of cases in each cell for applying analysis of variance to have valid results.

ANALYSIS AND INTERPRETATION OF DATA

HYPOTHESIS-I

There is no significant difference in teacher effectiveness of high and low spiritual intelligent teachers of government school.

The value of means, standard deviations and t-value of **teacher effectiveness of high and low spiritual intelligent government school teachers** are shown in table 1.1

Table No. 1.1 N, Mean, Standard Deviation, t-value of scores of teacher effectiveness of high and low spiritual intelligent government school teachers

Area	Sample (N)	Mean (M)	Standard Deviation (σ)	(t-value)
High Spiritual Intelligence	15	443.2	45.7	2.10**
Low Spiritual Intelligence	20	411.3	42.3	

** Significant at level 0.05

Table 1.1 depicts that the t-value for teacher effectiveness of high and low spiritual intelligent teachers of government schools came out to be 2.10 which is significant at 0.05 level. The higher significant value indicates that high and low spiritual intelligent teachers of government schools differ in their scores of teacher effectiveness. The high mean score in

favour of high spiritual intelligent teacher reveals that high spiritual intelligent teacher in the present sample are more effective teachers in comparison with low spiritual intelligent teachers.

Thus the hypothesis that “*There is no significant difference in teacher effectiveness of high and low spiritual intelligent teachers of government school*” is rejected leading to the conclusion that

high spiritual intelligent teachers have more teacher effectiveness than their counterparts

HYPOTHESIS -II

There is no significant difference in teacher effectiveness of high and low spiritually intelligent teachers of Public schools.

The value of means, standard deviations and t-value of **teacher effectiveness of high and low spiritual intelligent government school teachers** are shown in table 1.2

Table 1.2 Showing Mean, Standard deviation and ‘t’ value of teacher effectiveness of high and low spiritual intelligent public school teachers.

Area	Sample (N)	Mean (M)	Standard Deviation (σ)	(t-value)
High Spiritual Intelligence	12	459.2	48.1	2.30**
Low Spiritual Intelligence	15	417.4	45.2	

** Significant at level 0.05

The table 1.2 depicts that the t-value is 2.30 which is significant at .05 level. It indicates that mean scores of teacher effectiveness of high and low spiritual intelligent teachers of public school differ significantly.

Thus the hypothesis that “*there is no significant difference in teacher effectiveness of high and low spiritually intelligent teachers of Public*” is rejected leading to the conclusion that high spiritual intelligent teachers have more teacher effectiveness than their counterparts i.e low spiritual intelligent teachers of public schools.

HYPOTHESIS-III

There is no significant gender difference in the teacher effectiveness of public schools.

The value of means, standard deviations and t-value of teacher effectiveness of male and female teachers of Public schools are shown in table 1.3

Table 1.3 Showing Mean, Standard deviation and ‘t’ value of teacher effectiveness of male and female public school teachers.

Area	Sample (N)	Mean (M)	Standard Deviation (σ)	(t-value)
Male	50	541.2	105.35	0.17**
Female	50	538	82.93	

** Insignificant at 0.05 and 0.01 level

The table 1.3 depicts that ‘t’ value is 0.17 which is insignificant at 0.05 level. It indicates that means scores teachers effectiveness of male and female teachers differ insignificantly.

Thus our hypothesis “*There is no significant gender difference in the teacher effectiveness of public school*” is accepted leading to the conclusion that male and female teachers of public school have almost same teacher effectiveness.

HYPOTHESIS-IV

There is no significant gender difference in the teacher effectiveness of government schools.

The value of means, standard deviations and t-value of teacher effectiveness of male and female teachers of government schools are shown in table 1.4

Table 1.4 Showing Mean, Standard deviation and ‘t’ value of teacher effectiveness of male and female government school teachers.

Area	Sample (N)	Mean (M)	Standard Deviation (σ)	t-value
Male	50	512.4	35.37	0.59**
Female	50	505.6	74.4	

** Insignificant at 0.05 and 0.01 level

The table 1.4 depicts that the ‘t’ value is 0.59 which is insignificant at 0.05 level. It indicates that means scores of teacher effectiveness of male and female government school teachers differ insignificantly.

Thus our hypothesis “*There is no significant gender difference in the teacher effectiveness of government school*” is accepted leading to the conclusion that teacher effectiveness of male and female teachers of government schools do not differ from each other.

HYPOTHESIS -V

There is no significant gender difference in the spiritual intelligence of government schools.

The value of means, standard deviations and t- of Spiritual intelligence of male and female teachers of government schools are shown in table 1.5

Table 1.5 Showing Mean, Standard deviation and ‘t’ value of gender difference in spiritual intelligence of government schools.

Area	Sample (N)	Mean (M)	Standard Deviation (σ)	t-value
Male	50	98.8	17.8	0.06**
Female	50	98.6	15.2	

** Insignificant at 0.05 and 0.01 level

The table 1.5 depicts that ‘t’ value is 0.06 which is insignificant that the mean scores of spiritual intelligence of male and female of government of schools teachers differ insignificantly.

Thus our hypothesis “*There is no significant gender difference in the spiritual intelligence of government school*” is accepted leading to the conclusion that spiritual intelligence of male and female teachers of government schools do not differ from each other.

HYPOTHESIS -VI

There is no significant gender difference in the spiritual intelligence of the public schools.

The value of means, standard deviations and t-value of Spiritual intelligence of male and female teachers of public schools are shown in table 1.6

Table 1.6 Showing Mean, Standard deviation and ‘t’ value of spiritual intelligence of male and female public school teachers.

Area	Sample (N)	Mean (M)	Standard Deviation (σ)	t-value
Male	50	98	14.73	0.79**
Female	50	95.2	20.12	

** Insignificant at 0.05 and 0.01 level

The table 1.6 depicts that the ‘t’ value is 0.79 which is insignificant at 0.05 level. It indicates that the mean score of spiritual intelligence of male and female of public school teachers differ insignificantly.

Thus our hypothesis that “*there is no significant gender difference in the spiritual intelligence of public school*” is accepted leading to the conclusion spiritual intelligence of male and female teachers of public schools do not differ from each other.

HYPOTHESIS -VII

There is no significant interaction effect of different level of spiritual intelligence and type of school on teacher effectiveness of teachers.

The hypothesis was examined by applying ‘ANOVA’. The result of the analysis is being shown in table 1.7

Table 4.7 Summary of Analysis of Variance (Spiritual Intelligence x types of school)

Teacher effectiveness of Govt. and Public Schools					
Source of Variance	Df	SS	Mean Variance	F Value	
Within groups	40	280231.46	7005.79		
Within Group A	1	29844.66	29844.66		4.26*
Within Group B	1	30615.30	30615.30		4.37*
Interaction A x B	1	7503.75	7503.75		1.07**

*Significant at 0.05 level

** Insignificant at 0.05 level

The main effect of group A (Spiritual Intelligence) is 4.26 which is significant at 0.05 level and the main effect of group B (Type of school) is 4.37 which is significant at 0.05 level. The interaction effect of A X B is 1.07 which is significant at 0.05 level. So it is clear from the result that our hypothesis, “*There is no significant interaction effect of different level of spiritual intelligence and type of school on teacher effectiveness of teachers*” is accepted. So it means there is no interaction of type of school and different level of spiritual intelligence on Teacher Effectiveness. As the value of main effects of spiritual intelligence is significant which shows that teachers effectiveness differs at different level of spiritual intelligence and school also plays a role in effectiveness of the teachers but their interaction have no effect on the teacher effectiveness.

EDUCATIONAL IMPLICATIONS

Teachers with high spiritual intelligence are more effective teachers in comparison with teachers with low spiritual intelligence. Spiritually intelligent teacher is enthusiastic and takes responsibility for doing any work. So they are more committed to their profession and are more effective in their teaching. Male and female teachers have similar exposure and same access to available opportunities. There are same professional courses for becoming a teacher for males and females. So, male and female teachers of public school and government school have almost same teacher effectiveness. Spiritual intelligence of male and female teachers of

government schools and public school do not differ from each other. The present study thus reveals the spiritual intelligence of teachers should be developed by arranging seminars, workshops, projects etc. Also spiritual intelligence learning programmes can be incorporated in the existing in-service training programme for school teachers in order to improve their spiritual intelligence.

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