

ANALYZING THE RELATIONSHIP BETWEEN SPIRITUAL AND EMOTIONAL INTELLIGENCE IN SECONDARY SCHOOL TEACHERS AND HOW IT AFFECTS EFFECTIVENESS

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Abstract

This research uses a normative survey to examine how independent factors affect secondary school teachers' performance. The review looks at how orientation, region, kind of school, otherworldly knowledge, and the ability to understand people on a profound level influence educator viability in 400 optional teachers from private and government schools in 28 Indian urban communities. Data is collected using stratified random sample and standardized measures including the Spiritual Intelligence Scale (SIS-DD), Emotional Intelligence Scale (EIS-HPD), and Teacher Effectiveness Scale (TES) for Secondary Teachers. The study shows that secondary school teachers have strong emotional and spiritual intelligence (mean score: 143.2 out of 175), which boosts their effectiveness (mean score: 302.7 out of 345). Gender does not affect emotional intelligence, but school location and kind do. Rural and government school teachers are more emotionally intelligent than urban and private school teachers. These results underline the relevance of contextual elements in measuring teacher effectiveness and recommend focused interventions to improve educators' abilities and efficacy.

Keywords: Normative Survey, Secondary School Teachers, Teacher Effectiveness, Emotional Intelligence, Spiritual Intelligence.

1. INTRODUCTION

The importance of instructors' emotional intelligence (EI) in creating successful teaching and learning environments has grown in education. Effective teaching requires emotional intelligence, the capacity to perceive, comprehend, and control one's own and others' emotions. Recently, researchers and practitioners have realized the necessity of diving deeper into human

awareness, purpose, and meaning, sparking a growing interest in spiritual intelligence (SI) in education.

Emotional intelligence has been linked to several teaching skills in considerable studies. Teachers with strong emotional intelligence can manage classroom dynamics, build excellent student connections, and handle the many obstacles of teaching. Their capacity to manage their own and others' emotions allows them to establish supportive and inclusive learning environments that boost student engagement and accomplishment.

Spiritual intelligence, albeit little studied in educational research, has great potential as a teacher development tool. Spiritual intelligence includes self-awareness, empathy, integrity, humility, and the capacity to find meaning in life. Spiritually intelligent teachers are more resilient, compassionate, sincere, and connected to their pupils and the educational community. Since leadership is as ancient as mankind, it changes with the rest of society. Authority studies are getting away from regular associations, centralists, formal, dread-based organization, and toward their human angle. In particular, leadership theories promoted member engagement in management and prioritized their demands. One viewpoint is that Spiritual Leadership has become more important. For productivity, Google and Zappo are include spiritual seminars and teachings in their training programs. Leaders that stress spiritual principles lead more successful companies.

Spiritual Leadership

Spiritual leadership involves attitudes and practices that preserve spiritual (moral) life and prepare people for spiritual motivation. Spiritual leadership encourages employees in a workplace based on kindness, ethics, and love; it employs hope and belief to achieve its goal. Spiritual leadership assures workers that their job has significance, impacts lives, and instills corporate dedication. Spiritual leadership theory stresses individual spirituality, which motivation theories and other leadership methods disregard. Spiritual leadership suggests that missing spirituality is still important and even awakens other qualities of humans. Spiritual leaders satisfy their subordinates' requirements according to their mood, respect them ethically, and develop similar ideals.

1.1. Research objectives

- Assess emotional, spiritual, and teacher effectiveness in secondary school instructors.
- Compare emotional intelligence of secondary school instructors by gender, school location, and kind of institution.

2. LITERATURE REVIEW

In 2020, Krishnan and Awang published. The 1990s saw the development of emotional intelligence (EI), an ability-based concept like general intelligence. Later, "trait EI" and "mixed model EI" arose. EI is the capacity to recognize, express, comprehend, control, and use emotions. EI has several rewards for personal and professional success. The workplace is a social environment that recognizes that greater EI helps people understand themselves and others, communicate better, and handle difficult circumstances. EI has a crucial role in

education, improving teaching practices, teacher health, and student development. This article discusses EI models and why Malaysian instructors need them.

A. Rahmawaty, W. Rokhman, A. Bawono, and N. Irkhani (2021). This exploration inspects what profound and otherworldly insight mean for worker execution and how correspondence capability intervenes this impact. The examples are from 196 Islamic Microfinance Establishment laborers in Pati, Focal Java, Indonesia. Way examination shows that close to home and profound insight emphatically and altogether influence correspondence capability and worker execution, and that correspondence ability to some degree intervenes this impact.

As per Samul (2020), Islamic Microfinance professionals ought to improve worker execution through close to home, profound, and relational abilities. The examination analysed administration, profound, and otherworldly knowledge. The examination analysed what profound and otherworldly knowledge means for self-administration capacities in administration understudies, who might become pioneers. The ability to appreciate anyone on a profound level Scale (WLEIS), Otherworldly Knowledge Stock (SISRI-24), and Initiative poll were utilized to accumulate information. The exploration included 190 college understudies. The discoveries recommend that profound and otherworldly insight influence self-leadership. The results might rouse more examination and administration instruction program reflection on profound comprehension.

A. Anwar, A. M. Gani, & M. S. Rahman (2020). This research aims to create an Islamic spiritual intelligence scale. This study also examines the link between Islamic spiritual intelligence and emotional intelligence in Malaysian higher education students. Malaysian higher education students provided 250 data points. The research found links between Islamic spiritual intelligence and emotional intelligence. There were statistically significant connections between emotional intelligence and four Islamic spiritual intelligence aspects (transcendental awareness, purpose of life, patience, and forgiveness).

3. RESEARCH METHODOLOGY

The current research is using the normative survey approach. This research aims to determine how the independent variables—gender, school location, institution type, spiritual and emotional intelligence—affect the dependent variable, which is secondary school teachers' efficacy as instructors. The scope of the current study has been limited to 400 secondary school teachers from both government and private institutions. The sample was drawn from twenty-eight Indian secondary schools. The sample was chosen using the stratified random sampling approach.

3.1. Tools for the Study

In order to gather data for the research, the following standardized instruments were used:

- Santosh and Upinder Dhar's Spiritual Intelligence Scale (SIS-DD).

- Anukool Hyde, Sanjyot Pethe, and Upinder Dhar's Emotional Intelligence Scale (EIS-HPD), 2001.
- Dr. Pramod Kumar and Prof. D.N. Mutha developed and standardised the Teacher Effectiveness Scale (TES) for secondary teachers in 1976.

3.2. Interpretation and Analysis

The flow research means to decide the ability to understand people on a deeper level, otherworldly knowledge, and viability of optional teachers. Utilizing suitable factual systems and strategies, for example, mean, standard deviation, t-test, co-connection, and classified as per the reason, the predefined speculations were inspected.

4. DATA ANALYSIS

Objective 1

Table 1: Effectiveness, Emotional, And Spiritual Intelligence Of Secondary School Teachers

Variable	N	Mean	Percentage	S.D.
Emotional intelligence	400	143.2	82.63	13.75
Spiritual intelligence	400	224.7	86	11.96
Teacher effectiveness	400	302.7	89.13	12.86

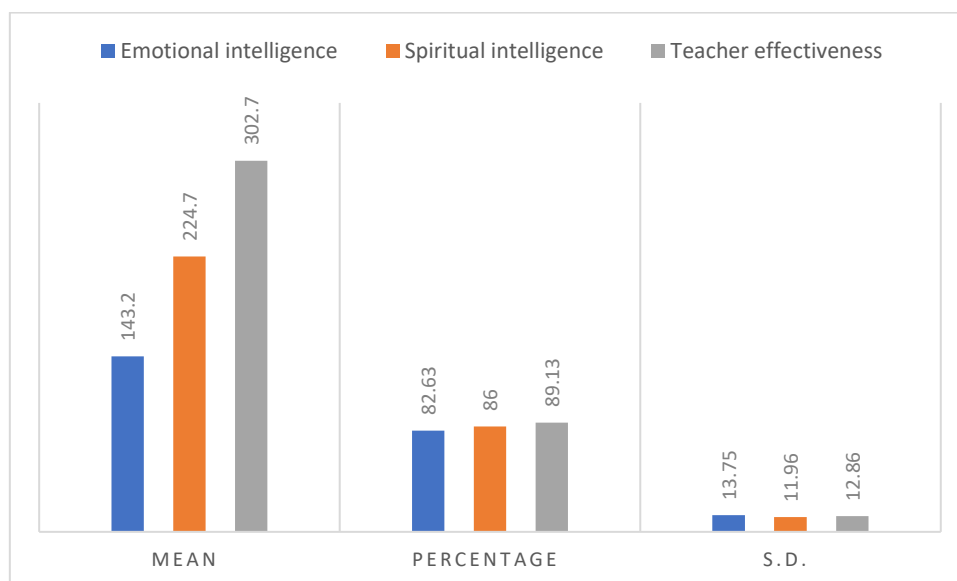


Figure 1: Graphical representation of secondary school teachers' effectiveness, emotional, and spiritual intelligence

Table 1 shows that optional teachers' capacity to appreciate people at their core midpoints 143.2 and fluctuates 13.75. The extent of the mean is 82.63, showing incredible capacity to understand people on a profound level among optional teachers. The review speculation "the degree of the capacity to appreciate anyone on a deeper level of optional teachers is high" is endorsed. The mean and standard deviation of optional teachers' otherworldly insight are 224.7 and 11.96, separately, as indicated by table 1. The proportion of the mean is 84, indicating excellent spiritual intelligence among secondary school teachers. The premise "the level of spiritual intelligence of secondary school teachers is high" is accepted. The group mean scores are used to evaluate the third research hypothesis. The maximum instructor effectiveness score is 345. High mean scores indicate instructor effectiveness. The mean sample score for this research is 302.07, greater than the midpoint of 172.5. Thus, upper secondary instructors are very effective.

Objectives 2

Table 2: Demographic variables and secondary school teachers' emotional intelligence

	Demographical variable	Sub-group	N	Mean	SD	Critical ratio	Level of significance 0.05
Emotional intelligence	Gender	Male	55	140.80	11.86	0.91	Not significant
		Female	345	142.40	10.41		
	Locality of the school	Urban	220	140.87	10.33	2.55	Significant
		Rural	180	143.90	12.04		
	Types of institutes	Private	202	140.89	12.04	2.42	Significant
		Government	198	143.6	10.45		

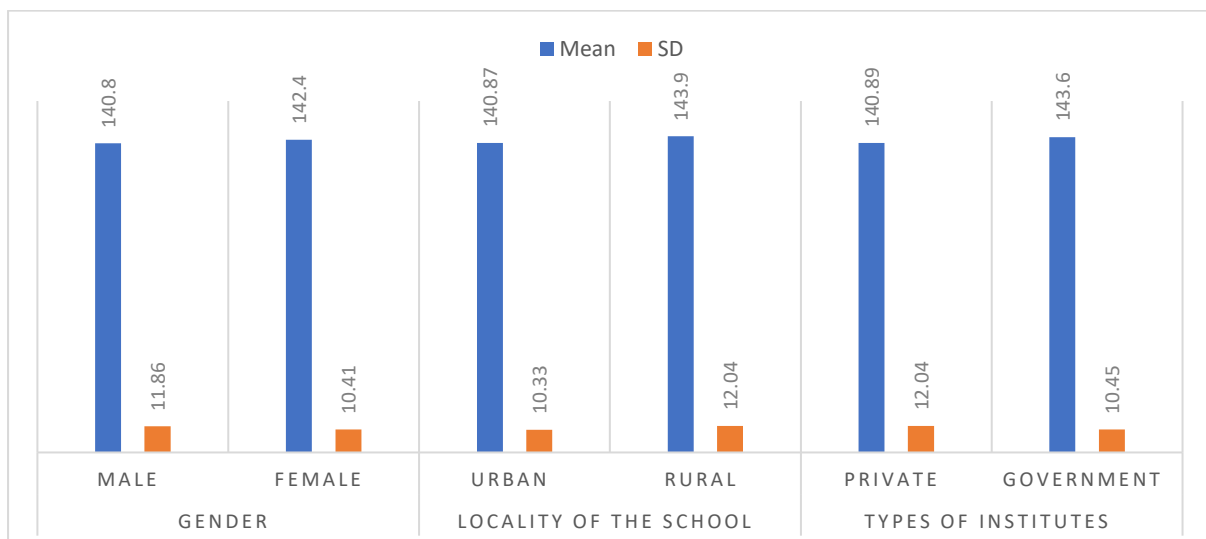


Figure 2: Graphical representation of secondary school teachers' emotional intelligence by demographics

Table 2 shows that the pivotal proportion (t) of the ability to appreciate anyone on a deeper level of male and female educators is 0.91, which is immaterial at 0.05. In this way, the invalid speculation "there is no huge effect of orientation on the capacity to understand anyone on a deeper level of optional teachers" is acknowledged. Male optional teachers have comparable ability to understand individuals at their core. It appears to be that orientation doesn't influence auxiliary teachers' capacity to appreciate individuals on a profound level. Table 2 shows that the urgent proportion (t) of the ability to appreciate people on a deeper level of provincial and metropolitan inhabitants is 2.55, which is critical at 0.05. Consequently, the invalid speculation "there is unimportant effect in ability to understand people on a profound level of optional teachers showing in country and metropolitan schools" is dismissed. Auxiliary school educators in rustic schools displayed more grounded ability to appreciate people at their core than those in metropolitan schools. The capacity to understand individuals on a deeper level of optional teachers was reasonable impacted by school area. Table 2 shows that the basic proportion (t) of the capacity to appreciate individuals on a profound level of private optional teachers is 2.42, which is huge at 0.05. Hence, the invalid speculation 'there is irrelevant distinction in capacity to appreciate people on a profound level of optional teachers working in private and government schools' is dismissed. Government optional teachers showed more grounded capacity to appreciate individuals at their core than non-public school educators. It is likely that the kind of school affected secondary school teachers' emotional intelligence.

5. CONCLUSION

A study in India analysed the impact of various factors on the effectiveness of secondary school teachers. The research involved 400 teachers from both private and government schools across 28 locations. The study used standardized tools like the Spiritual Intelligence Scale and the Teacher Effectiveness Scale to collect data. Results showed that teachers with high emotional and spiritual intelligence were more effective. However, the locality of the school and type of institution had a significant impact. Teachers in rural areas and government schools showed higher emotional intelligence. The study emphasizes the need for contextual factors in assessing teacher effectiveness and suggests targeted interventions to improve educators' skills.

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