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A STUDY OF TEACHER EFFICACY OF MALE & FEMALE SCHOOL TEACHERS IN REFERENCE TO THEIR SPIRITUAL INTELLIGENCE



Dr. Murlidhar Mishra¹ and Dr. Swati Gupta²

¹Associate Professor, Faculty of Education, Banasthali Vidyapith, Rajasthan.

²Research Scholar, Faculty of Education, Banasthali Vidyapith, Rajasthan.

ABSTRACT: -

A Study of Teacher Efficacy of Male & Female School Teachers in Reference to their Spiritual Intelligence has been conducted to study the teacher efficacy of male and female school teachers in reference to their spiritual intelligence. This quantitative study carried out by using the descriptive research methodology of educational research. Final sample of 88 male and 92 female school teachers have been selected from a representative sample of 30 Government and 30 Private secondary schools which were selected randomly from Tonk district of Rajasthan. In order to measure Spiritual Intelligence level of the subjects 'Spiritual Intelligence Self-Report Inventory' (SISRI) developed by David B King was used. Statistical analysis was done with the help of 't' test revealed that teacher efficacy of male and female school teachers do not differ significantly in reference to their high and low spiritual intelligence level.

KEYWORDS: Teacher Efficacy, Gender, School Teachers, Spiritual Intelligence, Descriptive Research.

CONCEPTUAL FRAMEWORK

Over the past decades, the pressure of modern life has grown enormously & engulfed the individual with its mounting demands, both personally

and professionally. An important goal of mankind has been pursuit of happiness & a healthy life. In our fast paced time driven growth oriented & profit absessed modern technological societies, people experience many pressures that exert a heavy toll emotionally, mentally & physically. Modern psychologists take pride in mentioning Emotional Quotient (E.Q.) and Spiritual Quotient (S.Q) for Emotional Intelligence (EI) and Spiritual Intelligence (SI) correspondingly, giving due recognition to the integrated psycho-socio-spiritual construct of behavior while emotional intelligence is the affective adaptive capacity for smooth social adjustment, the existence of spiritual intelligence has been recognized in solving problems with meaning and value , and is considered the ultimate intelligence (Nagpal and Joneja, 2005). Spiritual intelligence can be defined as a deep self-awareness in which one becomes more and more aware of the dimensions of self, not simply as a body, but as a mind, body and spirit (Sisk and Torrance, 2001 and Penrose et al. 2007).

In order to teach effectively teachers must not only feel psychologically and physically comfortable, but they must also have some sense of belief that they can make difference to the lives of children they are teaching. They must feel their professional work in bringing about positive change in their pupils. Teacher efficacy as a belief is expected to guide teachers in their behaviors decisions, and motivation with regard to teaching. Specifically teachers of efficacy for teaching affects their daily decisions related to teaching (e.g. the selection of materials or the amount of efforts used to reach all students) and their

willingness to invoke specific strategies and techniques (Sridhar and Badiei, 2007).

A person with high level of self efficacy takes the best representations to perform a task, handle an obstacle, or a challenging situation. A strong sense of efficacy facilitates cognitive process and performance in a variety of setting including quality of decisions making and academic achievement. Choi N (2005) studies self efficacy and self concept as predictors of college student's academic performance and found that the closer the level of specificity of self efficacy and self concept, and specific self concept were significant predictors of term grades, whereas neither general efficacy nor academic efficacy was significant. In another study Adeyemo (2008) found emotional intelligence, gender and age were vital factors in academic self efficacy of distance learner.

In view of the dearth of studies on teacher efficacy as well as spiritual intelligence in India, the investigators thought it worthwhile to investigate the teacher efficacy of secondary school male & female teachers in reference to their spiritual intelligence.

OBJECTIVE

To study the teachers efficacy of male and female school teachers in reference to their spiritual intelligence.

HYPOTHESIS

1. There is no significant difference in teacher efficacy of male & female school teachers in reference to their spiritual intelligence.

Testing of main hypothesis has been done by two sub hypotheses.

I. There is no significant difference in teacher efficacy of male & female school teachers having high spiritual intelligence.

II. There is no significant difference in teacher efficacy of male & female school teachers having low spiritual intelligence.

METHOD OF RESEARCH

The study could be best described as a quantitative study carried out by using the descriptive research methodology of educational research.

Sample

For the selection of representative sample, 30 Government and 30 Private secondary schools were selected randomly from Tonk district of Rajasthan. All teachers working in these schools were initially selected as a cluster. These 170 government and 163 private school teachers were further stratified in male and female. Further stratification was done on the basis of spiritual intelligence level. The total sample of teachers was classified into two extreme group viz. high spiritual and low spiritual intelligence group respectively by excluding a bulk of cases of average type. Thus, in the final sample total 88 male and 92 female school teachers have been selected.

Tools Used

Following tools have been administered to collect relevant data-

Spiritual Intelligence Self-Report Inventory (SISRI) – In order to measure Spiritual Intelligence level of the subjects Spiritual Intelligence Self-Report Inventory (SISRI) developed by David B King in 2007 was used. The inventory includes 24 items including four factors: Critical Existential Thinking, Personal Meaning Production, Transcendental Awareness, and Conscious State Expansion. Teachers were asked to rate each item using a 5 point scale ranging from 0 to 4. The inventory was subjected to reliability analysis using Split-half reliability and Test-retest reliability method which resulted in reliability co-efficient of 0.91 and 0.89 respectively. Construct validity, Divergent validity and Convergent validity were well supported overall. The maximum score on the scale is 96 and the least is 0.

Teacher Efficacy Scale- In order to measure Teacher Efficacy of the subjects The Teacher Efficacy scale developed by Gibson and Dembo was used. Teacher Efficacy scale was designed to measure two dimensions of the teacher efficacy. The instrument includes 22 items, including two original items: General teaching efficacy and Personal teaching efficacy. Teachers were asked to rate each item using 6-point Likert-type scale ranging from 1 for “strongly agree” to 6 “strongly disagree”. The obtained alpha coefficient of 0.75 for personal teaching efficacy and 0.79 for the general teaching efficacy provide assurance that the instrument has adequate ability to measure teacher efficacy in a reliable manner.

Statistical Techniques Used

Statistical analysis was done with the help of ‘t’ test and .05 level of significance was used to evaluate the obtained statistical results.

RESULTS AND CONCLUSION

Table-1: Teacher Efficacy of Male and Female School Teachers having High Spiritual Intelligence

Categories	N	Mean scores of teacher efficacy	SD	SEM	t-Value	Degree of freedom	Table value
Male school teachers having high SI	44	100.57	8.74	1.318	0.5724*	88	1.99
Female school teachers having high SI	46	99.5	8.98	1.324			

*Not significant at .05 level of significance

Table- 1 shows that the mean score of teacher efficacy of male teachers found to be higher than the mean score of female teachers belong to high spiritual intelligence level. After using t-test for finding the significant difference between means, it was found that the calculated t-values have been found to be lower than the table values. This indicates that the teacher efficacy of Males and Females teachers do not differ significantly in reference to spiritual intelligence. Consequently, the sub hypothesis “There is no significant difference in teacher efficacy of male and female school teachers in reference to their high spiritual intelligence level” was accepted and it was concluded that teacher efficacy of male and female school teachers in reference to their high spiritual intelligence level do not differ significantly.

Table-2: Teacher Efficacy of Male and Female School Teachers having Low Spiritual Intelligence

Categories	N	Mean scores of teacher efficacy	SD	SEM	t-Value	Degree of freedom	Table value
Male school teachers having low SI	44	75.23	15.68	2.364	1.8236*	88	1.99
Female school teachers having low SI	46	68.87	17.31	2.552			

*Not significant at .05 level of significance

Table- 2 shows that the mean score of teacher efficacy of male teachers found to be higher than the mean score of female teachers belong to low spiritual intelligence. After using t-test for finding the significant difference between means, it was found that the calculated t-values have been found to be lower than the table values. This indicates that the teacher efficacy of Males and Females do not differ significantly in reference to their low spiritual intelligence level. Consequently, the sub hypothesis "There is no significant difference in teacher efficacy of male and female school teachers in reference to their low spiritual intelligence level." was accepted and it was concluded that teacher efficacy of male and female school teachers do not differ significantly in reference to their low spiritual intelligence level.

Therefore, the main hypothesis "There is no significant difference in teacher efficacy of male and female school teachers in reference to their high and low spiritual intelligence level." was accepted and it was concluded that teacher efficacy of male and female school teachers do not differ significantly in reference to their high and low spiritual intelligence level.

DISCUSSION OF RESULTS

Finding of this study reveals that teacher efficacy of male and female school teachers do not differ significantly in reference to their high and low spiritual intelligence level even at .05 level of confidence. However, mean scores of Male school teachers having high and low SI are slightly greater than their counterparts'. Thus teacher efficacy of male and female teachers was not seen to be effected by their spiritual intelligence. There is no study available which directly corroborates or opposes these findings.

The study suggests that a more systematic and controlled investigation may be carried out to discern the main and interaction effect of spiritual intelligence on teacher efficacy.

SUGGESTIONS FOR FURTHER RESEARCH

- ✦ Criteria to measure teacher efficacy and spiritual intelligence can be replicated by some other method.
- ✦ Similar study can be done at different academic level. For example- primary, upper primary and higher education level.
- ✦ The study can be done in other population.
- ✦ The study can be done on teachers teaching in special schools.

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