

# A Study of Teacher Efficacy of Rural and Urban Secondary School Teachers in relation to their Spiritual Intelligence

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## Abstract

*Researchers investigated teacher efficacy of rural and urban Secondary school teachers in relation to their spiritual intelligence. Descriptive survey method was employed in order to know Spiritual intelligence and Teacher Efficacy of Secondary School Teachers of Tonk District of Rajasthan. Total 180 (Rural- 92, Urban-88) secondary school teachers has been selected in the final sample. Spiritual Intelligence of the subjects was measured by Spiritual Intelligence Self-Report Inventory (SISRI) developed by David B. King and Teacher Efficacy was measured by Teacher Efficacy Scale developed by Gibson and Dembo. It was concluded that teacher efficacy of rural and urban secondary school teachers differ significantly in relation to their spiritual intelligence. It means rural-urban background of schools affect teacher efficacy in relation to their spiritual intelligence.*

**Key words:** - Teacher Efficacy, Rural & Urban, Secondary School Teachers, Spiritual Intelligence

During past two decades, psychologists, educationists and researchers realized that teachers' persistence, enthusiasm, commitment, instructional behavior and self beliefs are amongst the important factors which make a difference in how they feel, think and act. This important aspect of human behavior is considered as Self Efficacy. There are many studies those have established that teachers with a strong sense of efficacy be inclined to exhibit greater levels of preparation, organization, and enthusiasm. They are apt to be less critical with students who make errors and "work longer with a student who is struggling" (Ashton and Webb, 1986; Coladarchi, 1992, Gibson and Dembo, 1984; Tschannen-Moran and Woolfolk 2001). Ross (1994) recognized possible associations between teachers' sense of efficacy and their behaviors. He also explained that teachers with higher levels of efficacy are more likely to learn and use new approaches and strategies for teaching, provide special assistance to low achieving

students, and persist in the face of student failure.

Covey (2004) described that spiritual intelligence is a term used to designate a spiritual correlate to IQ (Intelligence Quotient) and EQ (Emotional Quotient). Like EQ, SQ is becoming customary in scientific inquiry and philosophical, psychological discussion. Spiritual intelligence is the central and most fundamental of all the intelligences, because it becomes the source of guidance for the other[s]. Review of the literature also establishes that SQ is experienced in the form of wisdom, compassion, integrity, joy, love, creativity, and peace. Consequently, SQ is the source of personal fulfillment, the means of peak performance, and the key to cooperation, tolerance, wisdom, compassion, integrity, joy, love, creativity and peace between individuals and groups. Sridhar and Badiei (2007) expressed that in along with feel emotionally and psychologically contented, the teacher must also have sense of belief and spiritual intelligence. Spiritual intelligence develops teachers' competence to comprehend students at the earnest degree. Spiritual understanding permits a teacher to recognize both the 'actual grounds' of behaviour without passing any verdict, and serve the actual requirements of

students until they themselves learn to fulfill their own requirements.

Only one study has been conducted to get more knowledge about teacher efficacy in relation to spiritual intelligence. Mishra and Gupta (2013) found that teacher efficacy of male and female secondary school teachers do not differ significantly in reference to their high and low level of spiritual intelligence. Keeping clarity issue in mind, teacher efficacy of rural and urban secondary school teachers in relation to their spiritual intelligence was selected for the study.

**Objective:** - To study the teacher efficacy of rural and urban Secondary school teachers in relation to their spiritual intelligence.

**Hypothesis:** - The following null hypothesis was formulated for testing:

- There is no significant difference in teacher efficacy of rural and urban Secondary school teachers in relation to their spiritual intelligence.

The following two sub null hypotheses were formulated to test main hypothesis-

- There is no significant difference in teacher efficacy of rural and urban Secondary school teachers having high spiritual intelligence.
- There is no significant difference in teacher efficacy of rural and urban

Secondary school teachers having low spiritual intelligence.

**Method of Research:** - In the present study, descriptive survey method was employed in order to know Spiritual intelligence and Teacher Efficacy of Secondary School Teachers of Tonk District of Rajasthan.

**Sample:** - For the selection of representative sample, 30 Urban and 30 Rural schools from Tonk District of Rajasthan state were selected randomly and all teachers working in these schools were initially considered selected as a cluster. By adopting this procedure, a total sample of 333 (170 rural and 163 urban) secondary school teachers has been selected. By keeping objective of the study in mind, Spiritual Intelligence test was administered on this sample. The total sample of teachers was then classified into two extreme group viz. high spiritual and low spiritual intelligence group respectively by excluding a bulk of 54% cases of average type. Thus, in the final sample total 92 rural and 88 urban teachers have been selected.

**Tools:** - Following tools were administered to collect relevant data-

**A. Spiritual Intelligence Self-Report Inventory (SISRI)** - Spiritual Intelligence of the subjects was measured by Spiritual Intelligence

Self-Report Inventory (SISRI) developed by David B. King (2007). This inventory includes 24 items including four factors: Critical Existential Thinking, Personal Meaning Production, Transcendental Awareness, and Conscious State Expansion. 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.

**B. Teacher Efficacy Scale:** - Teacher Efficacy of Secondary school teachers was measured by Teacher Efficacy Scale developed by Gibson and Dembo. This 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. 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:** - The ‘t’ test technique was applied to find out significance of difference in mean scores of teacher

efficacy of secondary school teachers in relation to their spiritual intelligence.

**Data analysis and Conclusion:** - Mean, S.D., S.E.M and ‘t’ value of Teacher Efficacy of rural and urban secondary school teachers in relation to their high and low Spiritual Intelligence levels has been presented in following Table no. 1 and 2.

**Table-1**

**Teacher Efficacy of rural and urban secondary school teachers in relation to their high Spiritual Intelligence level**

Category	N	Mean scores of TE	S. D.	SEM	Calculated t-value	Table Value
Rural teachers having high SI	46	103.94	10.44	1.5393	3.231*	1.99 (df:88)
Urban teachers having high SI	44	95.78	13.40	2.0201		

\* Significant at .01 level of significance

Table-1 reveals that mean score of teacher efficacy of rural secondary school teachers having high spiritual intelligence has been found to be higher than the urban school teachers. For finding the significant difference between mean scores, t-test was used. Calculated t-value 3.231 has been found much higher than the table value (2.63) even at significance level of .01. So the sub null

hypothesis “There is no significant difference in teacher efficacy of rural and urban secondary school teachers having high spiritual intelligence” is not accepted and it was concluded that “There is a significant difference in teacher efficacy of Rural and Urban secondary school teachers having high spiritual intelligence”

Table-2

**Teacher Efficacy of Urban and Rural School Teachers in Relation to their low Spiritual Intelligence level**

Category	N	Mean scores of teacher efficacy	SD	SEM	t-value (calculated)	Table Value
Rural teachers having low SI	46	73.195	17.778	2.621	2.407*	1.99 (df:88)
Urban teachers having low SI	44	64.432	16.710	2.519		

\* Significant at .05 level of significance

Table-2 indicates the comparison of Urban and Rural school teachers having low spiritual intelligence. The table shows that the mean score of teacher efficacy of rural secondary school teachers having low spiritual intelligence has been found to be higher than the urban school teachers who have low spiritual intelligence. For finding the significant difference between mean scores, t-test was used. The calculated t-value was 2.407 has been found more than the table value (1.99) at .05 level of significance. So the sub null hypothesis “There is no significant difference in teacher efficacy of rural and urban secondary school teachers having low spiritual intelligence” is not accepted and it was concluded that “There is a significant difference in teacher efficacy of

Rural and Urban secondary school teachers having low spiritual intelligence”.

Table-1 and table-2 demonstrate that mean scores of teacher efficacy of Rural and Urban secondary school teachers having high spiritual intelligence; and teacher efficacy of Rural and Urban secondary school teachers having low spiritual intelligence were found statistically significant. So that main null hypothesis “There is no significant difference in teacher efficacy of Rural and Urban secondary school teachers in relation to their spiritual intelligence” is not accepted and then the main research hypothesis “There is significant difference in teacher efficacy of Rural school and Urban secondary school teachers in relation to their spiritual intelligence” is accepted and it is concluded that teacher efficacy of Rural and Urban

secondary school teachers differ significantly in relation to their spiritual intelligence

It was concluded that teacher efficacy of rural and urban secondary school teachers differ significantly in relation to their spiritual intelligence. It means rural-urban background of schools affect teacher efficacy in relation to their spiritual intelligence. If a teacher belongs to rural area or to urban area, his/her spiritual intelligence has significant impact on efficacy of teaching. Mean scores for both rural teachers having high and low spiritual intelligence inclined to exhibit higher level of teacher efficacy than their counterparts. Experience of teaching in rural area increases the stated likelihood of teachers participating in rural locums and helps to solidify rural community affiliations. Teachers with rural backgrounds have more constructive feelings toward efficacy.

**Implications and Suggestions:** - In the present study, the investigator found significant difference in the mean scores of teacher efficacy of rural and urban teachers having high and low spiritual intelligence. This result may give immense help to Educational administrators, principals, Teachers in maintaining congenial environment for the Teachers in the school as well as in the community and to guide urban

teachers to get improvement in teaching efficacy. This result may give clues in understanding the behavioural peculiarities of rural and urban teachers. In the present study, the investigator also found that rural teachers in spite of their spiritual intelligence level score high mean than their counterparts. These results give an insight to all policy planners, administrators, teachers and community members who deliberately or unintentionally undermine rural teachers. Diverse and concrete improvement plans for urban teachers efficacy needs to be designed and implemented. This study was an endeavor to get more knowledge about teacher efficacy in relation to spiritual intelligence. Similar study can be done at different academic levels as elementary and higher education level. Teacher efficacy can be studied in relation to other types of intelligence i.e. Linguistic, Logical. Teacher efficacy in relation to spiritual intelligence can be studied with different population of teachers for example-government and private, and teachers to various faculties or specialization.

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