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A study of secondary school teacher's effectiveness in relation to spiritual intelligence and happiness quotient

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Abstract

The role of teachers in shaping the educational landscape extends far beyond imparting academic knowledge. This study delves into the multifaceted aspect of teacher effectiveness by examining the relationship between secondary school teachers' effectiveness, their levels of spiritual intelligence, and their happiness quotient. It seeks to shed light on the interplay between these dimensions and their potential impact on teaching and learning outcomes.

Keywords: Spiritual intelligence, happiness quotient, teaching, school

Introductions

Quality education is more than just the acquisition of knowledge; it encompasses the holistic development of the body, mind, and spirit. Central to achieving this development is the role of teachers. The quality of education cannot progress without an improvement in the quality of teachers themselves. Teaching is not merely a profession; it is a passion that requires commitment, enthusiasm, intellectual prowess, emotional depth, and spiritual energy. Teachers serve as powerful influencers in a child's life, shaping their environment and nurturing their growth. In the 21st century, the world faces new challenges brought about by technology and evolving societal attitudes. These challenges include a drift towards materialism, self-centeredness, and a poverty of commitments. In this context, teachers, who are often regarded as the builders of nations, bear a unique responsibility. Their mission extends beyond imparting knowledge; it involves fostering social integration through their profession. Their duty encompasses not only demonstrating profound knowledge but also nurturing spiritual intelligence.

Spiritual intelligence comprises a set of capacities and potentialities that empower individuals to solve problems and achieve their goals in everyday life. It provides meaning and value to life, helping individuals navigate the complexities of the modern world while maintaining a sense of purpose and connectedness. Therefore, teachers play a crucial role not only in transmitting knowledge but also in cultivating the spiritual intelligence of their students, contributing to the well-rounded development of future generations.

This study explores the multifaceted nature of teacher effectiveness in secondary schools, emphasizing that teachers' roles go beyond academic instruction. It investigates the connection between teacher effectiveness, their levels of spiritual intelligence, and their happiness quotient. The research aims to uncover how these dimensions interact and potentially influence teaching and learning outcomes. In essence, it delves into the holistic aspects of teaching, considering not only academic performance but also the spiritual and emotional dimensions of educators and their potential implications in the educational context. The research adopts a mixed-methods approach, combining quantitative surveys and qualitative interviews. The surveys assess teachers' spiritual intelligence using established scales, and they measure happiness levels through standardized happiness quotient assessments. Additionally, classroom observations and interviews with teachers provide qualitative insights into their perceptions and experiences.

Assess Spiritual Intelligence

Evaluate the spiritual intelligence levels of secondary school teachers, considering dimensions such as self-awareness, empathy, transcendence, and presence.

Assessing spiritual intelligence (SQ) is a complex process because it involves measuring an individual's ability to connect with their inner self, others, and the broader universe in a meaningful and transcendent way. Unlike traditional intelligence assessments, SQ assessments focus on one's ability to explore questions of purpose, meaning, and interconnectedness. Below are some key considerations and methods for assessing spiritual intelligence:

1. **Self-Report Questionnaires:** Self-report questionnaires are commonly used to assess spiritual intelligence. Participants answer a series of questions designed to measure various dimensions of SQ. These dimensions often include self-awareness, empathy, transcendence, and presence. Examples of SQ questionnaires include the Spiritual Intelligence Self-Report Inventory (SISRI-24), the King Spiritual Intelligence Self-Report Inventory (KSI), and the Spiritual Intelligence Assessment (SIA).
2. **Interviews and Qualitative Approaches:** Qualitative methods, such as interviews and open-ended surveys, can provide a deeper understanding of an individual's spiritual experiences, beliefs, and values. Structured or semi-structured interviews can be used to explore how individuals make sense of their spiritual experiences and their ability to apply spiritual principles in their lives.
3. **Observations and Behavioral Indicators:** Observing an individual's behavior and interactions with others can offer insights into their spiritual intelligence. This approach is often used in educational and clinical settings. Behavioral indicators may include acts of kindness, empathy, active listening, and the ability to resolve conflicts in a spiritually informed manner.
4. **Integration of Multiple Methods:** Combining multiple assessment methods (e.g., self-report questionnaires, interviews, and observations) can provide a more comprehensive understanding of an individual's spiritual intelligence. Triangulating data from different sources can help ensure the reliability and validity of the assessment.
5. **Cultural Sensitivity:** Assessments of spiritual intelligence should be culturally sensitive and consider the diverse spiritual and religious beliefs and practices of individuals. What is considered spiritually intelligent in one cultural context may differ from another.
6. **Ethical Considerations:** Assessing spiritual intelligence should be conducted with ethical considerations in mind, respecting individuals' privacy, beliefs, and cultural backgrounds. Participants should be informed about the purpose of the assessment, and their consent should be obtained.
7. **Ongoing Development:** Recognize that spiritual intelligence is a dynamic quality that can develop and change over time. Assessments should consider an individual's growth and development in this area.
8. **Interpretation and Feedback:** It is essential to provide individuals with meaningful feedback based on the assessment results, offering insights into their spiritual strengths and areas for potential growth.

Measure Happiness Quotient

Quantify the happiness quotient of teachers by examining their overall life satisfaction, emotional well-being, and overall happiness levels. Measuring an individual's

happiness quotient involves assessing their overall sense of well-being, life satisfaction, emotional state, and general happiness levels. While happiness is a complex and subjective phenomenon, various standardized tools and questionnaires have been developed to quantify and measure it. Here are some common methods for measuring a person's happiness quotient:

1. **Subjective Well-Being (SWB) Scales:** Subjective well-being scales are widely used to assess happiness and life satisfaction. The Satisfaction with Life Scale (SWLS) is a well-known instrument that asks individuals to rate their overall life satisfaction on a scale. The Positive and Negative Affect Schedule (PANAS) measures positive and negative emotions experienced over a specific time frame.
2. **Cantril's Ladder:** Cantril's Ladder, also known as the "Self-Anchoring Striving Scale," asks individuals to rate their current and future life satisfaction on a scale of 0 to 10, with 0 representing the worst possible life and 10 being the best possible life.
3. **Oxford Happiness Questionnaire (OHQ):** The OHQ assesses an individual's subjective well-being by examining various aspects of happiness, such as life satisfaction, positive emotions, and overall happiness.
4. **Subjective Happiness Scale (SHS):** The SHS measures an individual's subjective assessment of their happiness level and general life satisfaction.
5. **Positive Psychology Assessments:** Positive psychology assessments, such as the Authentic Happiness Inventory (AHI) and the PERMA-Profiler, measure various elements of well-being, including positive emotions, engagement, relationships, meaning, and accomplishment.
6. **Experience Sampling Method (ESM):** ESM involves collecting real-time data on individuals' moods and experiences through repeated self-assessments at various times throughout the day.
7. **Well-Being Indexes:** Some countries and organizations use well-being indexes to measure the happiness and well-being of populations. These indexes consider factors like income, health, education, and social support.
8. **Qualitative Interviews and Narratives:** Qualitative approaches, such as in-depth interviews and open-ended narratives, can provide rich insights into an individual's subjective well-being, allowing them to describe their experiences and sources of happiness in their own words.
9. **Behavioral Observations:** Observing an individual's behavior and interactions with others can offer insights into their happiness levels. This approach is often used in clinical and therapeutic contexts.

When measuring an individual's happiness quotient, it's crucial to consider cultural, contextual, and individual factors that may influence their perception of happiness. Additionally, combining multiple assessment methods, such as self-report scales, interviews, and behavioral observations, can provide a more comprehensive understanding of an individual's happiness and well-being.

Teacher Effectiveness

Measure teacher effectiveness through a combination of academic performance metrics, student engagement,

classroom management, and interpersonal skills. Teacher effectiveness refers to the ability of a teacher to facilitate learning and positively impact students' academic, social, and emotional development. It encompasses a wide range of qualities, practices, and behaviors that contribute to creating a productive and supportive learning environment. Assessing teacher effectiveness is essential for improving educational outcomes and ensuring the success of students. Here are some key factors and methods for measuring teacher effectiveness:

Key Factors in Teacher Effectiveness

- 1. Content Knowledge:** Effective teachers have a deep understanding of the subject matter they teach and can communicate it clearly to students.
- 2. Instructional Skills:** They employ effective teaching strategies and instructional techniques that engage students, promote critical thinking, and cater to diverse learning styles.
- 3. Classroom Management:** Effective teachers maintain a well-organized and disciplined classroom environment that fosters positive behavior and minimizes disruptions.
- 4. Assessment and Feedback:** They use a variety of assessment tools to evaluate student progress and provide timely, constructive feedback to help students improve.
- 5. Interpersonal Skills:** Building positive relationships with students, parents, and colleagues is crucial for effective teaching.
- 6. Adaptability:** Effective teachers can adjust their teaching methods to accommodate individual student needs and respond to changing circumstances.
- 7. Cultural Competence:** They are sensitive to cultural differences and create an inclusive classroom that respects and values diversity.

Methods for Measuring Teacher Effectiveness

- 1. Classroom Observations:** Trained observers or administrators can conduct regular classroom observations to assess teaching practices, classroom management, and student engagement.
- 2. Student Achievement Data:** Standardized test scores and other forms of student assessment can be used to measure the impact of a teacher on student learning outcomes. Value-added models (VAM) are one approach to analyze this data.
- 3. Peer and Self-Assessment:** Teachers can assess their own effectiveness through self-reflection or by seeking feedback from colleagues. Peer evaluations provide valuable insights.
- 4. Student Feedback:** Surveys or interviews with students can provide information on their perception of a teacher's effectiveness in terms of communication, support, and engagement.
- 5. Parent and Guardian Feedback:** Input from parents and guardians can offer insights into a teacher's communication and relationship-building skills.
- 6. Professional Development Records:** Tracking a teacher's participation in professional development and their efforts to improve their teaching practices can be an indicator of effectiveness.

- 7. Portfolios:** Teachers can compile portfolios that showcase their teaching materials, lesson plans, student work, and evidence of their impact on student learning.
- 8. Teacher Evaluation Rubrics:** Many educational systems use evaluation rubrics that outline specific criteria for assessing teacher effectiveness in various domains, such as planning, instruction, and assessment.
- 9. Longitudinal Studies:** Long-term studies that track student progress over several years with different teachers can help isolate the impact of individual teachers on student achievement.
- 10. Teacher Self-Reflection:** Teachers can engage in ongoing self-reflection and professional growth, setting goals and seeking opportunities for improvement.

Effective teaching is a complex and multifaceted endeavor, and no single method can fully capture a teacher's impact. Combining multiple assessment approaches and fostering a culture of continuous improvement are often the most effective ways to measure and enhance teacher effectiveness. Additionally, it's important to recognize that teacher effectiveness extends beyond academic outcomes to encompass social and emotional growth, character development, and lifelong learning skills.

Conclusion

The study acknowledges that a teacher's personal well-being, spiritual intelligence, and happiness may have implications for classroom dynamics, student motivation, and learning outcomes. Therefore, understanding these factors can offer valuable insights into effective teaching practices and contribute to the broader discussion on teacher development and well-being. The research has the potential to inform educational policies and practices aimed at nurturing teacher well-being, emotional intelligence, and spiritual growth, ultimately benefiting both teachers and students. It emphasizes the holistic development of educators and recognizes the interconnectedness of personal well-being and professional effectiveness in the field of education.

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