

Periodic Research

Teachers with Favourable and Unfavourable Professional Attitude- A Study on Teaching Competence and Spiritual Intelligence



Mohammad Amin Dar
Senior Assitant Professor,
Deptt.of Education,
University of Kashmir
Srinagar, India

Mahmood Ahmad Khan
Professor,
Deptt.of Education,
University of Kashmir
Srinagar, India

Abstract

The aim of the study was to examine the difference between teachers with favourable and unfavourable professional attitude on spiritual intelligence and teaching competencies. The difference in attitude was also examined on the basis of gender. Sample of 200 teachers was selected based on simple random sampling method. The tools used in data collection were Teacher Attitude Inventory of S.P. Allhuwalia (1974) comprising 90 items, Spiritual Intelligence Scale by Ruqaya and Ahmad (2012) comprising questions and Self-constructed Teaching Competency Scale; comprising 46-question. Research data were collected manually and were analyzed using proper statistical deduction method t-test. Findings of the research revealed a significant difference between teachers with favourable and unfavourable professional attitude on spiritual intelligence quotient (SIQ). Significant difference was found on teaching competence of the teachers with favourable and unfavourable professional attitude. The study also represented that there was .no significant difference between male and female teachers in their professional attitude.

Keywords: Attitude, Teaching Competence, Spiritual Intelligence, Gender.

Introduction

Attitude refers to "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken, 1993). Fishbein (1967) defines attitude as a mental disposition of the human individual to act for or against a definite object. Allport (1935) defines it as a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Review of Literature

Gender and Attitude towards teaching comprises both male and female teachers. It has always been a concern for researchers that whether male teachers have more favorable professional attitude towards teaching or female teachers. Researches (Singh, 1974; Wera, 1982; Patil, 1984; Som, 1984; Srivastav, 1989; Naik & Pandey, 1997; Singh, 1997; Gupta, 2000; Hussain, 2004; Güneyle & Aslan, 2009; Ghos & Bairagya, 2010; Kooce, Aydin & Yildiz 2010; Marry & Samuel, 2011 & Rocked, 2011) found significant difference in Attitude of male and female teachers towards teaching. These studies revealed female teacher had more favorable and positive attitude towards teaching in comparison to their male counterparts. Similarly, Ustuner, Demirtas and Comert (2009) revealed that the variable for which significant differences were observed include gender. Such difference were slight (Hussain, 2004) while remaining studies shown lucid difference. However, some of studies (Tripathi, 1978; Aggarwal, 1980; Chaube, 1985; Noran, 1990 & Ghanti and Jagadesh, 2009) negate any effect of gender on it.

Spiritual Intelligence is considered to be the ultimate intelligence and came into being in early 1990's. The term Spiritual Intelligence was coined by Danah Zohar in 2000. Zohar and Marshall (1999) defined Spiritual Intelligence as the intelligence that makes us whole, that gives us our integrity. It is the soul's intelligence, the intelligence of the deep self. It is the intelligence with which we ask fundamental questions and with which we reframe our answers. Emmons (2000) enumerated the adaptive use of

E: ISSN No. 2349-9435

spiritual information to facilitate everyday problem solving and goal attainment as spiritual intelligence and listed five core characteristics of Spiritual Intelligence (SI) viz. the capacity to transcend the physical and material, the ability to experience heightened states of consciousness, the ability to sanctify everyday experiences, the ability to utilize spiritual resources to solve problems, and the capacity to be virtuous. Wolman (2001) defined Spiritual Intelligence (SI) as "the human capacity to ask questions about the meaning of life; and to experience simultaneously the seamless connection between each of us and the world in which we live". Vaughan (2002) further elaborated that spiritual intelligence is the multiple ways of knowing and integration of the inner life of mind and spirit with the outer life of work in the world.

A few studies that were reviewed showed relationship between SI and education. The findings of Kates (2002) indicated that the major role of a holistic educator is to awaken creativity and SI of learners. Ruiz (2005) gave amazing results about the spiritual dimension in educational leadership. This study explored the use of spirituality by successful educational leaders, to strengthen their effectiveness as it related to schools and their performance. The suggestions of Belousa (2005) include spiritual literacy as a cross-curriculum issue, spiritual paradox as an image that provided balance, and experiential spirituality as a practise to nourish teachers' spirituality. The findings of the study conducted by Jeloudar, Yunus, Roslan and Sharifah (2010) showed a significant relationship between teachers' spiritual intelligence and the six strategies of classroom discipline, including discussion, recognition, involvement, hinting, punishment, and aggression.

The importance of spiritual intelligence in educational settings and its effects on teachers' effectiveness (George & Visvam 2013; Rani & Chahal, 2016), critical thinking (Azizi, & Azizi, 2015), academic achievement (George & Visvam 2013), and job satisfaction (Kaur, 2013; Zamani & Karimi, 2015) have been highlighted. Teachers with high level of spiritual intelligence understand students' feeling, try to support them and teach them how to control their emotions (Rani & Chahal 2017), as well as how to think critically and creatively (George & Visvam, 2013). It was also pointed out students with higher level of spiritual intelligence gain benefit from more self-esteem and English language proficiency (Aghaei, Behjat, & Rostampour, 2014). Considering the vital role of teachers in any educational systems and the impact of the two above stated construct (self-efficacy and spiritual intelligence) on teachers, most researchers published many books and articles on these issues. In spite of many studies conducted on the relationship between self-efficacy and spiritual intelligence of different participants (nurses, midwives, students, managers and so on), as far as the researchers have investigated only few studies have considered the relationship between the teacher's efficacy and their spiritual intelligence. Furthermore, those few studies (Jafari, Mahmoudi, & Ziyaei, 2015)

Periodic Research

have used the questionnaires which are not specific to the context of EFL teaching.

Dubois (1998) defines competency as knowledge, skills, mindsets, and thought patterns, that when used whether singularly or in various combinations, results in successful performance. Gultekin (2006) defines competency as the essential features of a profession to be successfully performed. Parry (1996) also defines competence as a cluster of related knowledge, skills, and attitudes that affects a major part of one's job and correlates with performance on the job. Competency can be measured against well accepted standards, and can be improved via training and development. Competencies, or more specifically professional competencies, have been considered as the central element of teacher training, in keeping with the new emphasis on professionalization Raymond, & Martinet (2001). Pre-service teachers should possess a number of particular competencies that enable them to teach effectively. To be equipped with these competencies, teachers should be exposed to special training before starting the profession Kilic (2010) Sisman & Acat (2003). Studies have shown that traits such as flexibility in terms of the appearance of students, a sense of humour, a sense of fairness, patience, enthusiasm, creativity, care and interest in the students, all contribute to the effectiveness of teachers Malikow (2005) Harslett et al. (2000). These also include a teacher's attitudes and beliefs on teaching, learning, his role, all of which affect the way he chooses, evaluates and comprehends the knowledge acquired, as well as the way he benefits from this knowledge in practice, as this very practice is shaped by that knowledge Feiman-Nemser (1990), Zeichner & Liston (1996). The attitudes of teachers affect their degree of commitment to their duties, the way they teach and treat their students, as well as how they perceive their professional growth Chen & Rovegno (2000) Darling Hammond (2000). Specifically, teachers that have high expectations for their students and insist on promoting learning for all students tend to be more effective Malikow (2005) McBer (2000). Another factor which contributes to the effectiveness of teachers is a feeling of commitment to the job at hand Coladarsi (2002) and interest in the personal life of students and their families Harslett et al. (2000).

Need of the Study

Teachers who are generally unenthusiastic about the teaching profession (i.e. having a negative job orientation) reported in one study, that they were more distressed about their teaching situation than were teachers who were enthusiastic (Litt & Turk 1985). Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavourable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher's attitude also influences the behaviour of her/his students. Thus effective and productive learning on the part of students can be achieved only

E: ISSN No. 2349-9435

by teachers with desirable attitudes. Teacher's attitude towards teaching profession forms the major variable for the present study. After making survey of the related literature, it becomes apparent that many studies have been conducted in India and abroad on Attitude of teachers, Spiritual Intelligence and Teaching Competency in relation to various variables, but no such study is on record that has investigated 'Teachers with Favourable and Unfavourable Professional Attitude- A study on Teaching Competence and Spiritual Intelligence' in Jammu & Kashmir, that is the reason what prompted the investigator to undertake this study.

Objectives of the Study

The following objectives were formulated for the proposed study;

1. To assess the professional attitude of secondary school teachers.
2. To compare the teachers with favourable and unfavourable professional attitude on spiritual intelligence.
3. To compare the teachers with favourable and unfavourable professional attitude on teaching competence.
4. To find the difference between male and female teachers on teaching attitude.

Hypotheses for the Study

The investigator formulated the following hypotheses:

1. There is no significant difference between teachers with favourable and unfavourable professional attitude on spiritual intelligence.
2. There is no significant difference between teachers with favourable and unfavourable professional attitude on teaching competence.

Scales/tools

Questionnaire	Attitude scale	SQ Scale	TC Scale
Developed by	S.P. Ahluwalia	Zainuddin and Ahmed	Self-constructed
Items	90	78	46
Factors	06	06	02
Scale	Likert	Likert	Likert
Reliability	Split half (0.79) Test-retest (0.58)	Split half (0.70)	Split half (0.82) Test-retest (0.67)

Statistical Analysis

Comparison on Spiritual Intelligence

Table 1: Showing significance of mean difference between teachers with favourable and unfavourable professional attitude on 'A' dimension (The Inner Self) of Spiritual Intelligence.

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	39.63	4.06	3.80	Significant**
Unfavourable	100	37.57	3.60		

Significant at 0.01**

The perusal of the table shows the mean score of teachers with favourable professional attitude is 39.63 and that of teachers with unfavourable professional attitude is 37.57. The 't' value obtained is 3.80 which is significant at 0.01 level. Thus the results reveal that teachers with favourable professional attitude are higher on the inner-self dimension of spiritual intelligence. The study further revealed that teachers with favourable professional attitude have more knowledge of their self, sense that they are not mere a physical body, believe in harmony through

Periodic Research

3. There is no significant difference between male and female teachers in their professional attitude.

Delimitations

1. The present study was confined only to the government secondary school teachers of district Srinagar and district Kupwara Jammu and Kashmir, India.
2. Only those teachers who were teaching class IX and X were included in the study.
3. The schools imparting general education were taken in the study. The institutions giving special or any other type of education (i.e. sports, technical, professional, religious etc.) were not included in this study.
4. Both male and female teachers were included in the study.

Methodology

This is was a descriptive study which examined the sample consisting of 200 secondary school teachers in Division Kashmir of Jammu and Kashmir, India. Data analysis is based on the mean scores obtained through the respondents. For statistical analysis t-test was used to determine whether there are significant differences in spiritual intelligence and teaching competence of teachers with favourable and unfavourable professional attitude. Teacher Attitude Inventory' of Ahluwalia was used to assess the attitude of teachers towards teaching profession, Spiritual Intelligence Scale by Ruqaya and Ahmad was used to measure the Spiritual Intelligence Quotient and Self Constructed Teaching Competency Scale was used to measure the teaching competence of teachers.

Significant at 0.05*

settlement of their affairs, honour their self, see sufferings as a part of human experience and as an opportunity for spiritual growth and also believe in the importance of both inner and outerself. The study also explored that the teachers with unfavourable professional attitude differ with the teachers with favourable professional attitude as they have less knowledge of their self and are weak in the settlement of their affairs.

Table 2: Showing Significance of Mean Difference between Teachers with Favourable and Unfavourable Professional Attitude on 'B' dimension (*The Inter-self*) of Spiritual Intelligence

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	78.19	5.68	5.96	Significant**
Unfavourable	100	73.45	5.56		

Significant at 0.01**

It is obvious from the table 2 that the teachers with favourable professional attitude and the teachers with unfavourable professional attitude differ significantly on dimension 'B' (The Inter-self) of spiritual intelligence. The analysis revealed that the teachers with favourable professional attitude have holistic approach and are self critical; they are empathetic, show commitment and are ready to help others. They also stand against others if the path of

Significant at 0.05*

people sacrifices their spiritual integrity. They also show their desire to share knowledge, wisdom and skills to others. In contrary to them the teachers with unfavourable attitude show lack of awareness of their actions and its effect on others, they differ significantly with teachers having favourable professional attitude in their belief on the magnificance of all things in the universe and are not ready to fight others for their spiritual integrity.

Table 3: Showing significance of mean difference between teachers with favourable and unfavourable professional attitude on 'C' dimension (*Biostoria*) of Spiritual Intelligence

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	25.87	2.31	3.16	Significant**
Unfavourable	100	24.85	2.26		

Significant at 0.01**

The analysis of the table 3 depicts that the teachers with favourable professional attitude and the teachers with unfavourable professional attitude differ significantly on dimension 'C' (Biostoria) of spiritual intelligence. The teachers with favourable professional attitude have strong personal convictions and personal beliefs regardless of external

Significant at 0.05*

circumstances. They have their own personal views about good and evil, know their life well, believe in temporary nature of life and have firm faith in fate. In contrary to them the teachers with unfavourable professional attitude differ significantly possess weak personal convictions and show lack of awareness of their life stories.

Table 4: Showing significance of mean difference between teachers with favourable and unfavourable professional attitude on 'D' dimension (*Life Perspectives*) of Spiritual Intelligence.

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	39.91	3.95	3.75	Significant **
Unfavourable	100	37.72	4.28		

Significant at 0.01**

It is obvious from the table 4.5 the teachers with favourable professional attitude and the teachers with unfavourable professional attitude differ significantly on dimension D (Life Perspectives) of spiritual intelligence. The mean score of teachers with favourable professional attitude is 39.91 and that of teachers with unfavourable professional attitude is 37.72. The 't' value obtained is 3.75 which is significant at 0.01 level. The results reflect that the teachers with favourable professional attitude are optimistic, have self awareness, believe in accountability of one's deeds after life and are able to

Significant at 0.05*

find meaning and purpose of life. They are able to face the challenges of life tactfully and have firm belief in learning and continuous development. Besides they are more flexible and seek different ways to manage the pain. In contrary to them the teachers with unfavourable professional attitude exhibit low on life perspective dimension of Spiritual Intelligence as they lack optimism, have low self awareness and also show less interest to answer the questions regarding the meaning and purpose of life. Therefore the results seem to be justified.

Table 5: Showing Significance of Mean Difference between Teachers with Favourable and Unfavourable Professional Attitude on 'E' dimension (*Spiritual Actualisation*) of Spiritual Intelligence

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	87.61	5.29	3.71	Significant **
Unfavourable	100	84.58	6.20		

Significant at 0.01**

It is obvious from the table 4 the teachers with favourable professional attitude and the teachers with unfavourable professional attitude differ significantly on dimension E (Spiritual Actualisation) of spiritual intelligence. The mean score of teachers with favourable professional attitude is 87.61 and that of teachers with unfavourable professional attitude is

Significant at 0.05*

84.58. The 't' value obtained is 3.71 which is significant at 0.01 level. The results reflect that the teachers with favourable professional attitude differ significantly with the teachers having unfavourable professional attitude in showing empathy for sufferers, in accepting both good and bad as part of God's plan, having faith in gaining creative powers through

E: ISSN No. 2349-9435

Periodic Research

spiritual practices. The study further revealed that they show utmost concern about their personal relationship with God through spiritual exercises. They

also believe in divine blessings, able to identify higher spiritual values and spiritual fulfilment through books, music and nature.

Table 6: Showing significance of mean difference between teachers with favourable and unfavourable professional attitude on 'F' dimension (Value Orientation) of Spiritual Intelligence

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	52.31	4.66	3.68	Significant**
Unfavourable	100	49.92	4.52		

Significant at 0.01**

The table shows that the teachers with favourable professional attitude and the teachers with unfavourable professional attitude differ significantly. The mean score of teachers with favourable professional attitude and that of teachers with unfavourable professional attitude on dimension F (Value Orientation) of spiritual intelligence are 52.31 and 49.92 respectively. The 't' value obtained is 3.68 which is significant at 0.01 level. The results reflect that the teachers with favourable professional attitude are highly oriented towards values and believe true

Significant at 0.05*

knowledge comes from within. They are more oriented towards ethical codes and have firm belief that entire universe operates in an orderly manner. The statistical analysis on this dimension clearly reveals that the teachers with favourable professional attitude have higher value orientation than the teachers with unfavourable professional attitude.

Table 7: Showing significance of mean difference between teachers with favourable and unfavourable professional attitude on composite scores of Spiritual Intelligence

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	323.52	14.56	8.03	Significant**
Unfavourable	100	308.09	12.57		

Significant at 0.01**

According to the results all the six domains of spiritual intelligence namely, The Inner-self, the Inter-self, Biostoria, Life Perspectives, Spiritual Actualisation and Value Orientation revealed that the teachers with favourable and unfavourable attitude differ significantly on spiritual intelligence. The mean score of the teachers with favourable professional attitude towards teaching on composite scores of spiritual intelligence is 323.52 while as the mean score of the teachers with unfavourable professional

Significant at 0.05*

attitude on the composite scores of spiritual intelligence is 308.09; hence the mean composite scores of spiritual intelligence favours the teachers with favourable professional attitude. The calculated 't' value which is 8.03 is significant at 0.01 level. Thus the null hypothesis which reads as "There is no significant difference between teachers with favourable and unfavourable professional attitude on Spiritual Intelligence" is rejected.

Comparison on Teacher Competence

Table 8: Showing significance of mean difference between teachers with favourable and unfavourable professional attitude on 1st dimension (Personal Competence) of Teaching Competency.

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	46.79	4.01	7.06	Significant**
Unfavourable	100	42.71	4.18		

Significant at 0.01**

The above table shows the mean difference between teachers on 'Personal Competence' dimension of teaching competency. Analysis of the results revealed that the teachers with favourable and unfavourable professional attitude differ significantly on personal competence dimension of teaching competency. The mean score of the teachers with

Significant at 0.05*

favourable professional attitude on personal competence dimension of teaching competency is 46.79 while as the mean score of the teachers with unfavourable professional attitude on personal competence dimension of teaching competency is 42.71. The calculated 't' value which is 7.06 is significant at 0.01 level.

Table 9: Showing significance of mean difference between teachers with favourable and unfavourable professional attitude on 2nd dimension (Professional Competence) of Teaching Competency.

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	115.74	4.11	9.35	Significant**
Unfavourable	100	110.22	4.26		

Significant at 0.01**

The perusal of the table 9 shows the mean difference between teachers with favourable professional attitude and the teachers with unfavourable professional attitude. The mean score of

Significant at 0.05*

the teachers with favourable attitude on 'Professional Competence' is 115.74 while as the mean score of the teachers with unfavourable professional attitude on the 'Professional Competence' is 110.22. The

calculated 't' value which is 9.35 is significant at 0.01 level.

Table 10: Showing significance of mean difference between teachers with favourable and unfavourable professional attitude on composite scores of Teaching Competency.

Group	N	Mean	S.D.	't' value	Level of Significance
Favourable	100	162.53	6.60	10.14	Significant**
Unfavourable	100	152.93	6.79		

Significant at 0.01**

Analysis of the results in Table 10 revealed that the teachers with favourable and unfavourable professional attitude differ significantly in their teaching competence. The mean score of the teachers with favourable professional attitude on composite scores of teaching competency is 163.53 while as the mean score of the teachers with unfavourable professional attitude on the composite scores of teaching competency is 152.93; hence the mean composite scores of teaching competency

Significant at 0.05*

scale favours the teachers with favourable professional attitude. The calculated 't' value which is 10.14 is significant at 0.01 level. The results explored that the teachers with favourable professional attitude have higher personal and professional competence than the teachers with unfavourable professional attitude. Thus the null hypothesis which reads as "There is no significant difference between teachers with favourable and unfavourable professional attitude on teaching competence" is rejected.

Table 11: Showing significance of mean difference between Male and Female Teachers on teaching attitude

Group	N	Mean	S.D.	't' value	Level of Significance
Female	100	300.11	09.41	1.65	Insignificant
Male	100	297.99	08.68		

Significant at 0.01**

The above table shows the mean difference on spiritual intelligence of the respondents according to sex. The overall findings of the analysis show that there is no significant difference in the level of spiritual intelligence of male and female teachers. Therefore the hypothesis which reads as "There is no significant difference between male and female teachers in their professional attitude" is accepted.

Discussion

The results explored that the teachers with favourable professional attitude have more knowledge of their interself, show strong personal convictions, accept suffering as a part of human experience, have the capacity to identify the transcendental dimensions of the self of others and are also more able to confront the unethical actions of others. As for as teachers with unfavourable professional attitude are concerned this study revealed that they have weak convictions, have less empathy, show pessimistic approach, have low self awareness and have fluctuating belief in ethical codes. So the study explored that teachers with favourable attitude have higher spiritual intelligence than the teachers with unfavourable professional attitude. As far as 'teaching competence' is concerned it was found that teachers with favourable professional attitude are more confident, having friendly relations with students, impartial in their dealings and have positive attitude towards slow learners. Further they show more empathetic attitude towards their students, they were found to provide help in all matters and were found approachable. On professional competence dimension it was found that the teachers with favourable attitude are more communicative, punctual, disciplinarian and are abreast with the child psychology. The study further revealed that they possess better leadership qualities and are more creative while teaching. They were found democratic in their approach, encouraging students to participate in co-curricular and extracurricular activities, provide opportunities to the

Significant at 0.05*

learners to express their ideas and opinions about the subject matter, encouraging discussions in the class and were using new approaches and methods to produce effective learning. In contrary to them the teachers with unfavourable professional attitude were found less flexible in their approach, less planned and comparatively having lack of command on the subject matter.

Conclusion

The present study was undertaken to study the spiritual intelligence and teaching competence of the teachers with favourable and unfavourable professional attitude towards teaching. Further, the study aimed to find the comparison between teachers with favourable and unfavourable professional attitude on gender basis. On the basis of interpretation and discussion of the results the following conclusions were drawn:

1. Significant difference was found between the teachers with favourable and unfavourable professional attitude on spiritual intelligence quotient. The study revealed that teachers with favourable professional attitude have more knowledge of their self, sense that they are not mere a physical body, believe in harmony through settlement of their affairs, honour their self, see sufferings as a part of human experience and as an opportunity for spiritual growth and also believe in the importance of both inner and outer self. On the other hand the teachers with unfavourable professional attitude have less knowledge of their self and are weak in the settlement of their affairs.
2. It can be concluded that the teachers with favourable professional attitude have holistic approach and are self critical; they are empathetic, show commitment and are ready to help others. They also stand against others if the path of people sacrifices their spiritual integrity and show their desire to share knowledge,

E: ISSN No. 2349-9435

wisdom and skills to others. In contrary to them the teachers with unfavourable professional attitude show lack of awareness of their actions and its effect on others.

3. The results reveal that the teachers with favourable professional attitude towards teaching have strong personal convictions and personal beliefs regardless of external circumstances. In contrary to them the teachers with unfavourable professional attitude differ significantly on their views about good and evil, possess weak personal convictions and show lack of awareness of their life stories.
4. The results reflect that the teachers with favourable professional attitude are able to face the challenges of life tactfully and have firm belief in learning and continuous development. In contrary to them the teachers with unfavourable professional attitude lack optimism and have low self awareness.
5. The teachers with favourable professional attitude differ significantly with the teachers having unfavourable professional attitude in showing empathy for sufferers.
6. It was found that teachers with favourable professional attitude are more confident, having friendly relations with students, impartial in their dealings and have positive attitude towards slow learners.
7. It was also found that the teachers with favourable attitude possess higher level of professional competence than the teachers with unfavourable professional attitude as they are more communicative, punctual, disciplinarian and are abreast with the child psychology. The study further revealed that they possess better leadership qualities and are more creative while teaching.
8. Teachers having more favourable attitude towards teaching were found democratic in their approach, encouraging students to participate in co-curricular and extracurricular activities, provide opportunities to the learners to express their ideas and opinions about the subject matter and encouraging discussions in the class.
9. The teachers with unfavourable professional attitude were found less flexible in their approach, lagging in developing cordial relationship with their students, show less positive attitude towards slow learners and weak in communication skills.
10. No significant difference was found on teaching attitude of teachers on the basis of gender

References

- Aghaei, H., F. Behjat & M. Rostampour. (2014). *Investigating the relationship between Iranian high school female students' spiritual intelligence, language proficiency and self-esteem. International Journal of Language and Linguistics* 2.6-1, 19-2.
- Allport, G. W. (1935). *Attitudes. In Murchison, C. (Ed.) A Handbook of Social Psychology, 34-36. Clark University Press, Worcester, Mass.*
- Azizi, M., & A. Azizi. (2015). *Exploring the relationship between EFL teacher's critical thinking and*

Periodic Research

their spiritual intelligence. International Journal of Language Learning and Applied Linguistics World 9.2, 119-130.

- Azizi, M., & M. Zamaniyan. (2013). *The relationship between spiritual intelligence and vocabulary learning strategies in EFL learners. Theory and Practice in Language Studies* 3.5, 852-858.
- Belousa, I. (2005). *Spirituality as a dimension of Education in Latvia. Cited in Dissertation Abstract International. Vol. 66, No. 4, p. 1311.*
- Chen, W. & Rovegno, I. (2000). *Examination of expert and novice teachers' constructivist-oriented teaching practice using a movement approach to elementary physical education, Research Quarterly for Exercise and Sport, 71, pp. 357-372.*
- Coladarsi, T. (2002). *Is it a house . . . or a pile of bricks? Important features of a local assessment system. Phi Delta Kappan, 83, pp. 772-774*
- Darling-Hammond, L. (2000). *Teacher quality and student achievement: a review of state policy evidence. Educational Policy Analysis Archive, 8, 1.*
- Dubois, D. D. (1998). *The competency casebook: twelve studies in competency-based performance improvement : Human Resource Development Pr.*
- Eagly, A., & Chaiken, S. (1993). *The psychology of attitudes. Texas: Harcourt Brace Jovanovich.*
- Emmons, R. (2000a). *Is spirituality intelligence? Motivation, cognition, and the psychology of ultimate concern. International Journal for the Psychology of Religion, Vol.10, Pp.3-26.*
- Emmons, R. (2000b). *Spirituality and intelligence: Problems and prospects. International Journal for the Psychology of Religion, 10, 57-64.*
- Feiman-Nemser, S. (1990). *Teacher preparation: structural and conceptual alternatives. In: W.R. HOUSTON (Eds.). Handbook of Research on Teacher Education (pp. 212-229). New York: McMillan.*
- Fishbein, M. (1967). *Readings in Attitude: Theory and Measurement.*
- George Rachel & Visvam Salini (2013). *Spiritual Intelligence, its correlation with Teacher Effectiveness and Academic achievement International Journal of Education and Psychological Research (IJEPR) ISSN: 2279-0179 Volume 2, Issue 2, pp: 106-110,*
- Gultekin, M. (2006). *The attitudes of preschool teacher candidates studying through distance education approach towards teaching profession and their perception levels of teaching competency. Turkish Online Journal of Distance Education-TOJDE, 7 (3).*
- Harslett, M. (2000). *Teacher perceptions of the characteristics of effective teachers of Aboriginal Middle School students. The*

E: ISSN No. 2349-9435

Australian Journal of Teacher Education,
25,2, available at: ajte.education.ecu.edu.au
<http://ibimap>

ibimap
[ublishing.com/articles/JSAR/2013/319474/319474.pdf](http://ibimapublishing.com/articles/JSAR/2013/319474/319474.pdf)

Jafari, S.S., H. M. Mahmoudi & F. Ziyaei. (2015). Investigating the relationship between Iranian ESP teachers' spiritual intelligence and their self-efficacy. *JK Welfare & Pharmascope Foundation/ International Journal of Review in Life Sciences* 5.6, 271-274. [26]

Kates, M. I. (2002). *Awakening creativity and spiritual intelligence: The soul work of holistic educators*. University of Toronto, Canada. Cited in *Dissertation Abstract International-A*, Vol.63, No.12, p. 4202.

Kaur, M. (2013). Spiritual intelligence of secondary school teachers in relation to their job satisfaction. *International Journal of Educational Research and Technology* 4.3, 104-109.

Kilic, A. (2010). Learner-centered micro teaching in teacher education. *International Journal of Instruction*, 3 (1), 77-100.

Litt, M. D. & Turk, D. C. (1985). Sources of stress and dissatisfaction in experienced high school teachers. *Journal of Educational Research* 78, 3, 178-185.

Malikow, M. (2005). *Effective teacher study*. National Forum of Teacher Education-journal electronic, 16,3, available at: www.nationalforum.com/Archives.htm.

McBer, H. (2000). *Research into teacher effectiveness: a model of teacher effectiveness*. Research report 216. DfEE.

Parry, S. B. (1996). *The Quest for Competencies*. Training .

Rani, F. & D. Chahal. (2017). *Teacher effectiveness in relation to spiritual intelligence of governmental and public school teachers*.

Periodic Research

Scholarly Research Journal for Humanity Science & English Language 4. 22, 5317-5325.

Raymond, D., & Martinet, M. A. (2001). *Teacher training: Orientations, professional competencies: Ministère de l'éducation*.

Ruiz, R. (2005). *Spiritual Dimension in Educational Leadership*. Cited in *Dissertation Abstract International*. Vol. 66, No. 2, p. 518. [12].

Sisman, M., & Acat, B. (2003). *The Effect of Teaching Practicum on the Perception of Teaching Profession*. *Firat Universitesi Sosyal Bilimler Dergisi*, 13 (1), 235-250.

Vaughan, F. (2002). *What is spiritual intelligence?* *Journal of Humanistic Psychology* 42.2, 16-33.

Wolman, R. (2001). *Thinking with your soul: Spiritual intelligence and why it matters*. Harmony Books, New York.

Yunus, A. S., Roslan, S. and Sharifah, M. N. (2010). *Teachers' Emotional Intelligence and Its Relation with Classroom Discipline Strategies Based on Teachers and Students' Perceptions*. *Journal of Psychology*, 2(2): 95-102 (2011).

Zamani, M. & F. Karimi. (2015). *Relationship between spiritual intelligence and job satisfaction among female high school teachers*. *Educational research and Reviews* 10.6, 739-743. doi: 10.5897/ERR2015.2130.

Zeichner, K. & Liston, D. (1996). *Reflective teaching: an introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Zohar, D. & I. Marshall. (1999). *Connecting with our spiritual intelligence*. New York, NY: Bloomsbury.

Zohar, D. & Marshall, I. (2000). *SQ: Connecting with our Spiritual Intelligence*. Bloomsbury Publishing, New York.