



IMPACT OF SPIRITUALITY ON SECONDARY SCHOOL TEACHERS

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NEED AND IMPORTANCE OF THE STUDY

The source of a complete and authentic education is the teacher. In India, teachers are highly respected and regarded as the most effective social change agents. The effectiveness and competence of the instructors determine the future of the nation. Teachers do have an impact on pupils' personalities. These factors greatly influence children's emotional, intellectual, social, and spiritual growth.

This well-established notion applies equally to teachers and their work, notably their dedication to the position and the caliber of their performance in the teaching and learning processes. The depth of one's spirituality, awareness of balance and mindful living, authenticity, optimism, and hopefulness all deepen as a result of experiences. Education leaders may affirm and cherish these experiences in their daily lives, especially in the workplace.

The NCTE underlined the need for high-quality teacher preparation that is competency-based and commitment-oriented. In order to meet the emotional and spiritual requirements of the pupils, teachers must be emotionally and spiritually developed. No educational reform can be successful until the quality of the teachers is raised; nevertheless, the quality of the teachers is heavily influenced by the content's ability to be blatantly labeled as "professional."

Because it encourages teachers' preparedness to engage in essential activities, a teacher's level of professional commitment is crucial in achieving the current educational reform plan. As a result, to increase the educational system's effectiveness, lower the rate of repetition and failure, and improve educational quality, teachers must be committed to their job—the value of dedication to your career, expressing the connection between your spirituality and emotional orientation. Through dedication to one's career, one can cultivate both their emotional and spiritual selves.

Teachers' should not be viewed as a weeklong crash course where they can pick up new abilities but instead as a way to support their spiritual development and help them find more purpose in their job. The ability to go within and embark on a spiritual journey should be prioritized, along with the development of practical talents for application in the physical world. Since teachers are working for the benefit of the pupils, there is room for spirituality because of their commitment to their wellbeing.

The spiritual development of kids can only be encouraged by spiritually wise educators. If the instructor is emotionally and spiritually savvy, they can control the pupils' emotional and spiritual tendencies to create a healthy learning environment. Some critical emotional/spiritual intelligence elements are self-awareness, empathy, kindness, intuition, drive, motivation, awareness, social skills, forgiveness, reconciliation, and dedication. Education can be used to develop a person's spiritual sides. All these elements are crucial for the growth of appropriate traits in pupils and, by extension, in their teachers. The proposed study makes an effort to evaluate teachers' dedication to their careers and to improve their spirituality. The investigator decided to the study on *“Impact of spirituality on secondary school teachers”*.



TITLE OF THE STUDY

“Impact of spirituality on secondary school teachers”

OPERATIONAL DEFINITIONS OF THE KEY TERMS

Spirituality: Spirituality includes creativity, communication, recognition of the individual as a human being (as opposed to a life-less machine), respect for others, acceptance (stop finding faults with colleagues and accept them the way they are), vision (looking beyond the obvious and not believing anyone blindly), and partnership (not being too authoritative, and always sharing responsibility with others, for better returns).

Secondary school teachers: The teachers teaching at the secondary level from 6th to 10th are called secondary school teachers.

OBJECTIVES OF THE STUDY

1. To study the level of spirituality of secondary school teachers and to classify them.
- 2 To study the level of spirituality of secondary school teachers in different areas.
 - a) Self-awareness
 - b) Importance of spiritual beliefs in life
 - c) Spiritual practices
 - d) Spiritual needs
 - e) Spirit at work
3. To study the impact of the following variables on the spirituality of secondary school teachers
 - a) Gender (Male/Female)
 - b) Locality of living (Rural / Urban)
 - c) Teaching experience (0-10/ 11 -20/Above20years)
 - d) Marital status (Married/Unmarried)

HYPOTHESES OF THE STUDY

1. Gender of the secondary School teachers makes no significant difference on their spirituality.
2. Locality of living of secondary School teachers makes no significant difference on their spirituality
3. Teaching experience of secondary School teachers makes no significant difference on their spirituality.
4. Marital Status of secondary School teachers makes no significant difference on their spirituality.

VARIABLES OF THE STUDY

Dependent variables

- 1) *Professional commitment*

C. Independent variables

- a) *Gender*
- b) *Locality*
- c) *Type of management*
- d) *Teaching experience*

POPULATION FOR THE STUDY



The population for the study consisted of secondary school students studying in the 9th class in high schools in the Narasaropet, palndu District.

SAMPLE SELECTED FOR THE STUDY

The sample for the present study was secondary school students studding inNarasaropet, palndu District. The present study was carried out on a representative sample of 200 Secondary School Students studying in standard IX class students selected from various areas in Narasaropet ,palndu District of Andhra Pradesh state. The sample was selected using a random sampling technique.

SCOPE OF THE STUDY

The purpose of the current study is to examine the social maturity, emotional maturity in relation to school adjustment of secondary school students studying in various secondary schools in the Narasaropet, palndudistrict. The secondary school pupils' responses to the instruments provided form the basis of the statistics.

TOOLS OF THE STUDY

For the successful completion of the investigation, we need certain tools for gathering sample data that depend upon the study's objectives, the availability of suitable tests, and the personal competency of the investigator to administer these tools. Keeping in view the purpose of the investigation, the following research tools were used to collect the sample data.

Spirituality Questionnaire was developed by Dr.AjayKumar.Singh & Ms.ShikhaMakar(2015).

MAJOR FINDINGS OF THE STUDY

1. Secondary school teachers are found to be high level of spirituality. It is also found to have high level of self-awareness, importance of spiritual beliefs in life , spiritual practices, spiritual needs and spirit at work.
2. Female teachers have significantly better than male teachers on their spirituality.
3. Urban teachers have significantly better than rural teachers on their spirituality.
4. There is no significant influence of the type of school management on the spirituality of the secondary school teachers. Municipal school teachers is significantly more than that of other schools.
5. There is a significant difference in the teaching experience with below 10 years, 11-20 years and above 20 years' experience on their spirituality.
6. There is no significant difference with respect to the marital status of secondary school teachers on their spirituality. Unmarried teachers have significantly better than married teachers on their spirituality.

EDUCATIONAL IMPLICATIONS

1. The teachers could be involved in programs for personal development, so they could be more able to cope with challenges and not to experience burnout.
2. The ability to manage emotions contributes to their professional effectiveness in achieving academic goals, building quality social relationships, and maintaining good classroom management.



3. The family members should also support the teachers in their house hold works. Particularly the female teachers need the help of their spouse and other members the teachers can engage them self in yoga, exercises to keep them away from stress.
4. The management should take adequate administrative measures like providing proper working environment, counseling etc.
5. The management should maintain the student teacher's ratio (30:1). It helps the teachers to be interactive with their students and make them less stress.
6. The government should implement certain policies regarding the facilities to be provided inside the school, the environment of the school, their minimum pay scale
7. For providing orientation trained resource persons need to be created. Teacher alongwith heads of their institutes should develop professional learning networks, mentoring and coaching.
8. To reduce the teachers` burnout and to raise the level of the teachers' engagement, and their wellbeing it could be possible to enable them to be more emotional intelligent and more confident in their own possibilities of success both personal and professional.
9. There is a need to develop an effective instructional curriculum that incorporates emotional intelligence skills with the objectives of enhancing personal and career success of the teachers.
10. Educational officials must provide facilities for arranging workshops and training courses for teachers, in which concept of emotional intelligence could be introduced.
11. During the training of teachers, balanced combination of emotional and cognitive mind will facilitate the identification, recognition and development of their emotional skills that contributes in the personal and academic success of the teachers
12. The politicians, policy makers and educationists should keep in mind that most of the schools in India are in rural areas. Prosperity of the teachers teaching in rural area should be given topmost importance so that they are encouraged to work more effectively and efficiently and only then we can achieve our goal and meet the challenges of twenty first century.
13. The study has also implication for the training programme of pre-service teachers, curriculum framers, and teacher educators. As teaching is not only a cognitive process but also a process involves the affective as well as cognitive aspects as all these affect teaching and learning in their own way. Therefore teacher educators, curriculum framers and administrators should not neglect the human dimensions i.e. the personal, social and emotional characteristics of the teachers rather they should pay adequate attention.
14. Teacher education is a very important factor in maintaining and reinforcing commitment among teachers. So improvement in teacher education programs needs to be done to inculcate sense of devotion and duty among would-be teachers.

SUGGESTIONS FOR FURTHER RESEARCH

In view of the results of the present investigation and also in view of the experience that the investigator gained during this study, following specific studies are suggested for further research.

1. Preset study was confined to Andhra Pradesh state only. Similar studies can be conducted in other states of our country.
2. This study is confined only to secondary schools only, therefore, there is need to generalize this study by taking a sample from schools affiliated to other boards to corroborate the findings of the study.



3. In the present study, certain variables such as locality, marital status and gender have been taken. It can also be conducted in different communities such as minority communities
4. The present study is conducted on teachers of 8th to 10th only. similar studies can be conducted at other levels as well.
5. The relationship between emotional intelligence and spirituality and its effect on professional commitment of teachers could be explored.
6. It should be conducted to explore and analyze the factors which may influence teachers professional growth and their personality.

CONCLUSION

As per the results of the present study the secondary school teachers possess high level of spirituality. It have been confirmed that there is a significant contribution of three areas. There is a noticeable finding that shows significant positive correlation among spirituality. The interesting finding reveals that unmarried high school teachers are better than the married high school teachers in their emotional intelligence and professional intelligence.

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