

# Professional Commitment of Secondary School Teachers In Relation To Their Spiritual Intelligence

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**Abstract:** *This study has been undertaken to investigate the study of professional commitment of secondary school teachers in relation to the spiritual intelligence. This paper focuses on relation between professional commitment and spiritual intelligence. Stratified simple random sampling technique was used in this study. The sample of the present study consisted of 10117 secondary school teachers in different schools of Andhra Pradesh. The finding of the study revealed that secondary school teachers have positive correlation between professional commitment and spiritual intelligence. According to the study Gender, Locality, Type of school, teaching experience, marital status positive correlation between professional commitment and spiritual intelligence.*

**Search terms:** *professional commitment, spiritual intelligence, secondary school teachers*

## I. INTRODUCTION

Teaching is a profession that demands dedication, passion, and a deep commitment to nurturing young minds. However, the reality of teaching often falls short of this ideal, with many secondary school teachers facing high levels of stress, burnout, and disillusionment. Research has identified professional commitment as a crucial factor in teacher effectiveness, student achievement, and school success. Yet, the underlying factors that influence professional commitment among teachers remain poorly understood.

Spiritual intelligence (SI), a concept that encompasses an individual's ability to cultivate meaning, purpose, and connection, has emerged as a vital aspect of personal and professional growth. SI has been linked to various positive outcomes, including increased job satisfaction, resilience, and performance. Despite this, the relationship between spiritual intelligence and professional commitment among secondary school teachers remains unexplored.

This study seeks to address this knowledge gap by investigating the relationship between spiritual intelligence and professional commitment among secondary school teachers. By examining the interplay between these two constructs, this research aims to provide insights into the role of spiritual intelligence in fostering a deeper sense of commitment, purpose, and fulfillment among teachers, ultimately contributing to a more compassionate, supportive, and effective teaching environment.

## II. REVIEW OF RELATED LITERATURE

Review of related literature is an essential part of research it implies a survey of accumulated knowledge of the past and helps the investigator in avoiding wastage and duplication

1. Kohli (2005) studied professional commitment of teacher educators. From the study, majority of the teacher educators were found to be moderately committed. This study also showed that professional commitment of teacher educators increases in the beginning of their service then gradually it decreases but when the time of their being in service decreases, then the level of their professional commitment also increases. Significant and positive correlation was found between professional commitment and job satisfaction.

2. Kumar (2008) studied relationship between professional commitment of school teachers and their job satisfaction in context of their biographical factors and following subgroups of teachers have been found to be the most homogeneous on professional commitment: male teachers, teachers coming from rural community background, teachers belonging to natural sciences, having teaching experience up to 15 years.

3. Taherin (2009) concluded that there is a positive correlation between organizational commitment and job satisfaction.

4. Askari (2010) showed that there is a positive relationship between organizational commitment and emotional intelligence. Also there is a positive relationship between spiritual intelligence and emotional intelligence.

5. Nikbakht (2010) concluded there is a positive correlation between spiritual intelligence and mental health.

The main goal of this research is to find the relationship of spiritual intelligence with professional commitment of secondary school teachers.

### III. OPERATIONAL DEFINITIONS

Professional commitment

Kaur, K (2013) "Professional commitment is the urge of a teacher to update, strengthen and sharpen his professional competencies and to develop understanding and insight in different aspects of a profession"

Spiritual intelligence

Zohar, D., Marshall, I. N., & Marshall, I. (2000). Spiritual Intelligence is the ultimate intelligence which we address and solve problems of meaning and value the intelligence with which we can place our actions and our lives in a wider, richer, meaning-giving context, the intelligence with which we can assess that one course of action or one life path is more meaningful than another.

Secondary School Teachers

Secondary School is a public or private school providing instruction at the secondary level of education including 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> classes.

### IV. SIGNIFICANCE OF THE STUDY

In the background of the recommendations of National Education Policy (1986) (2020), National Council for Teacher Education (1998) on Professional Commitment, it was felt that the education system in India is changing rapidly. Institutions in this sector need to work relentlessly in their Endeavour to meet the need and expectations not only academically but in character building as well.

The significance of professional commitment and spiritual intelligence for secondary school teachers can be viewed from several angles, each contributing to their effectiveness and the impact they have on students.

When secondary school teachers integrate these elements of professional commitment and spiritual

intelligence they can create a more effective, engaging and supportive educational experience. Professional commitment ensures dedication and continuous improvement, spiritual intelligence fosters a compassionate and ethically sound approach. Together, they contribute to a holistic educational environment that supports both academic and personal growth for students.

### V. OBJECTIVES OF THE STUDY

1. To find out the significant relationship between professional commitment and spiritual intelligence of Secondary school teachers of Andhra Pradesh.

2. To find out the significance of correlation between professional commitment and spiritual intelligence of secondary school teachers with reference to the following variables.

1. Gender
2. Locality
3. Type of school
4. Teaching experience
5. Marital status

### VI. HYPOTHESES OF THE STUDY

1. There would be no significant correlation between professional commitment and spiritual intelligence Secondary School teachers of Andhra Pradesh.

2. There would be no significance of relationship between professional commitment and spiritual intelligence of secondary school teachers with reference to the following variables

1. Gender
2. Locality
3. Type of school
4. Teaching experience
5. Marital status

### VII. METHOD OF STUDY

Descriptive survey method is used to collect the required data. To describe the characteristics of large population, survey studies are helpful. Other than survey studies no other methods can give broad capability. It ensures a more accurate sample to attain targeted results through which conclusions can be drawn and can make important decisions. The descriptive or normative survey method is widely used in educational research. It is a method of study that tries to describe and interpret what is going on right now in terms of conditions, behaviors, processes, trends, impacts, attitudes and beliefs among other things. It is concerned with events that are common under normal circumstances. Hence it is felt that survey method of descriptive research is best suited method for the

present study and the researcher followed survey method of descriptive research for the present investigation.

**VIII. SAMPLE OF THE STUDY**

The investigator adopted a stratified simple random sampling technique to select the teachers for this study. Using simple random technique secondary school teachers are selected randomly from different districts of Andhra Pradesh State. The sample of present study constitutes a total of 10,117 secondary school teachers from 912 schools of Andhra Pradesh. Teachers from these schools are studied for their professional commitment and spiritual intelligence.

**IX. TOOLS USED FOR THE STUDY**

The main objectives of the present study are to find the level of professional commitment, teaching aptitude and spiritual intelligence of secondary school teachers In the present investigation the researcher selected the following tools for the purpose of data collection .

1. Professional Commitment Scale for Teachers (2007) developed and standardized by Baljeet Kaur
2. Integrated spiritual intelligence scale (ISIS) (2007) developed and standardized by Amram et al.

**X. DATA COLLECTION**

The selected schools were visited and administered the tools to the teachers. The teachers were explained clearly about the importance of investigation and seek to extend their help and cooperation. Instructions were given to teachers as described in the manual and the responses of teachers were collected, tabulated for statistical analysis.

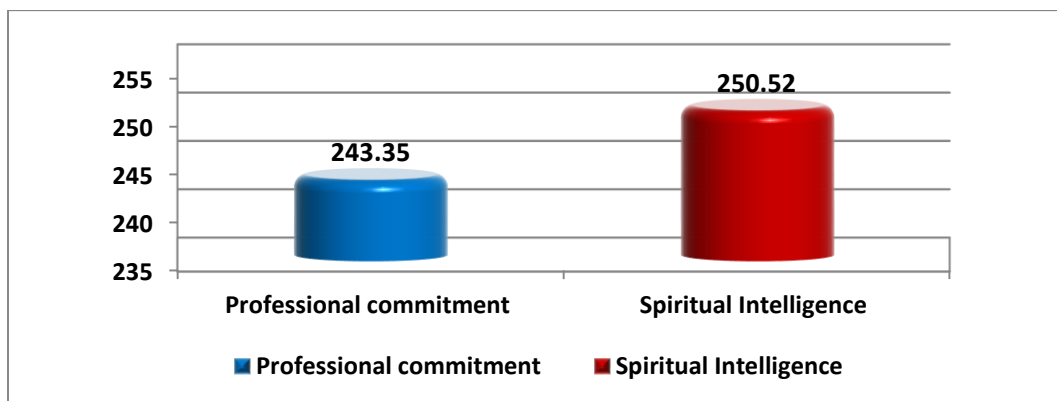
**XI. ANALYSIS AND INTERPRETATION OF DATA**

1. There would be no significant correlation between professional commitment and spiritual intelligence Secondary School teachers of Andhra Pradesh.

Table 1.  
Mean, SD and 'r' values of secondary school teachers for their professional commitment and spiritual intelligence.

Variables	N	Mean	SD	'r' value	Level of Significance
Professional Commitment	1806	243.35	17.24	0.324**	0.01
Spiritual Intelligence	1806	250.42	18.56		

From the above table it can be seen that there is a positive correlation between professional commitment and spiritual intelligence of secondary school teachers.



2. There would be no significance of relationship between professional commitment and spiritual intelligence of secondary school teachers with reference to the following variables
1. Gender

2. Locality
3. Type of school
4. Teaching experience
5. Marital status

Table 2.

Table showing Mean, S.D, and 'r' values between professional commitment and spiritual intelligence of male and female secondary school teachers.

Variables	Male		Female	
	Mean	SD	Mean	SD
Professional Commitment	245.40	15.4	247.80	45.50
Spiritual Intelligence	251.62	14.22	252.66	16.39
Coefficient of correlation (r)	0.652		0.736	

From the above table it can be seen that there is a positive correlation between professional commitment and spiritual intelligence of secondary school male teachers and female teachers.

Table 3.

Table showing Mean, S.D, and 'r' values between professional commitment and spiritual intelligence of urban and rural secondary school teachers.

Variable	Urban		Rural	
	Mean	SD	Mean	SD
Professional Commitment	234.56	15.67	236.69	17.32
Spiritual Intelligence	250.31	16.09	251.23	15.73
Coefficient of correlation(r)	0.723		0.821	

From the above table reveals that the there is a high positive correlation between professional commitment and spiritual intelligence of secondary school teachers belonging to urban and as well as rural.

Table 4.

Table showing Mean, S.D, and 'r' values between professional commitment and spiritual intelligence of Govt and private secondary school teachers.

Variables	Govt. Teachers		Private Teachers	
	Mean	SD	Mean	SD
Professional Commitment	245.85	19.73	245.44	17.52
Spiritual Intelligence	257.49	15.28	249.54	12.46
Coefficient of correlation(r)	0.909		0.922	

From the table values it is evident that the professional commitment and spiritual intelligence of secondary school teachers are positively correlated irrespective of the type of school in which they are working.

Table 5.

Table showing Mean, S.D, and 'r' values between professional commitment and spiritual intelligence of secondary school teachers with reference to their teaching experience.

Variables	Below 15 years		Above 15 years	
	Mean	SD	Mean	SD
Professional commitment	241.97	15.90	239.69	16.43
Spiritual intelligence	250.35	15.57	249.75	15.48
Coefficient of correlation (r)	0.882		0.822	

From the table values it is observed that professional commitment of secondary school teachers positively correlated with and spiritual intelligence irrespective of their teaching experience.

Table 6.

Table showing Mean, S.D, and 'r' values between professional commitment and spiritual intelligence of secondary school teachers with reference to marital status.

Variables	Married		Unmarried	
	Mean	SD	Mean	SD
Professional commitment	245.81	15.55	244.35	16.65
Spiritual intelligence	250.75	16.95	249.36	16.47
Coefficient of correlation(r)	0.930		0.896	

From the above table reveal that there is high positive correlation between professional commitment and spiritual intelligence of both married and unmarried secondary school teachers. Hence it can be concluded that marital status cannot be influencing the relationship between professional commitment and spiritual intelligence of teachers.

## XII. FINDINGS OF RESEARCH

1. There is significant positive relationship between professional commitment and spiritual intelligence secondary school teachers in Andhra Pradesh.
2. Professional commitment and spiritual intelligence of secondary school teachers are significantly correlated irrespective of gender.
3. There is positive correlation between professional commitment and spiritual intelligence of Secondary school teachers belonging to urban and rural areas.
4. Professional commitment and spiritual intelligence of secondary school teachers are positively correlated irrespective of the type school in which they are working.
5. Professional commitment and spiritual intelligence of secondary school teachers are positively correlated irrespective of their teaching experience.
6. There is positive correlation between professional commitment and spiritual intelligence secondary school teachers irrespective of their marital status.

## XIII. CONCLUSION

The present study revealed many interesting findings:

1. There is positive correlation between professional commitment and spiritual intelligence in secondary school teachers of Andhra Pradesh.
2. It is conclude that the professional commitment and spiritual intelligence of secondary school teachers are correlated in a similar level irrespective of variables

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