



TEACHING APTITUDE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SPIRITUAL INTELLIGENCE

Education

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ABSTRACT

The study has been undertaken to investigate the relation between Teaching Aptitude and spiritual intelligence of secondary school teachers of Andhra Pradesh. The Teaching Aptitude Test Battery (TATB) and the Integrated spiritual intelligence scales (ISIS) has been completed by 1011 teachers and 912 school from secondary school teachers of Andhra Pradesh. The study's findings demonstrated a strong positive correlation between teaching aptitude and spiritual intelligence of secondary school teachers of Andhra Pradesh. According to the study Gender, Locality, Type of school, teaching experience, marital status positive correlation between Teaching Aptitude and spiritual intelligence.

KEYWORDS

Teaching Aptitude, Spiritual Intelligence, secondary school teachers.

INTRODUCTION

Effective teaching is a complex and multifaceted phenomenon that extends beyond mere knowledge transmission. Secondary school teachers play a pivotal role in shaping the academic, social, and emotional growth of students, requiring a unique blend of pedagogical skills, emotional intelligence, and personal qualities. Teaching aptitude, a critical aspect of teacher effectiveness, encompasses the ability to create engaging learning environments, adapt to diverse student needs, and foster meaningful relationships.

Spiritual intelligence (SI), a concept that involves cultivating meaning, purpose, and connection, has been increasingly recognized as a vital component of personal and professional growth. SI has been linked to various positive outcomes, including enhanced creativity, empathy, and resilience. However, its relationship with teaching aptitude remains largely unexplored.

This study aims to investigate the relationship between spiritual intelligence and teaching aptitude among secondary school teachers. By examining the intersection of these two constructs, this research seeks to provide insights into the role of spiritual intelligence in fostering teaching excellence, student-centeredness, and pedagogical innovation. Ultimately, this study aims to contribute to the development of holistic teacher education programs that nurture both the professional and personal growth of teachers, leading to more effective and compassionate teaching practices.

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.

Londhe, G.(2003) conducted a study on study of teaching aptitude of student teachers with reference to creativity and teaching competency. Survey Research adopted. Random sampling method were taken, **Major Findings:** 1. There is no significant difference between the creativity of male and female student teachers 2. There is significant difference between the teaching aptitude of rural and urban student teachers. 3. There is significant correlation between creativity and teaching competency. 4. There is no significant correlation between creativity and teaching aptitude.

Ramesh (2015) conducted a study on Teaching Aptitude and Adjustment of Secondary School Teachers, The descriptive survey method was used the present study. Mean, standard deviation (S.D.), T-Test were used. **Major Findings:** There exists correlation between teaching aptitude and adjustment of the government secondary school teachers. There exists correlation between teaching aptitude and adjustment of the secondary school teachers.

Sreeja (2005) has conducted a study on spirituality, emotional maturity and quality of life among university students at the department of psychology-university of Kerala. As a sample one hundred university teachers were taken, For analysis of data, t-test, oneway ANOVA,

Duncan test and correlation were used. **Major Findings:** between spirituality and emotional maturity significant correlation was found. Kaur (2013). conducted a study on A study on the Spiritual Intelligence of secondary school teachers in relation to their job satisfaction. For the sample, 100 secondary school teachers were chosen. analysis of data, t-test, correlation were used. **Major Findings:** secondary school teachers have a significant positive relationship between spiritual intelligence and job satisfaction. Spiritual intelligence positively correlated with job satisfaction ($r = 0.73$).

OBJECTIVES OF THE STUDY

1. To find out the significant relationship between teaching aptitude and spiritual intelligence of Secondary school teachers of Andhra Pradesh.
2. To find out the significance of correlation between teaching aptitude 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

HYPOTHESES OF THE STUDY

1. There would be no significant correlation between teaching aptitude and spiritual intelligence Secondary School teachers of Andhra Pradesh.
2. There would be no significance of correlation between teaching aptitude 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

TOOLS FOR THE STUDY

1. Teaching aptitude test battery (TATB) (1986) developed and standardized by Shamim Karim and Ashok Kumar Dixit
2. Integrated spiritual intelligence scale (ISIS)(2007) developed and standardized by Amram et al.

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.

RESULTS AND DISCUSSION

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

Table 1. Mean, SD and 'r' Values Of Secondary School Teachers For Their Teaching Aptitude And Spiritual Intelligence.

Variables	N	Mean	SD	'r' value	Level of Significance
Teaching Aptitude	1806	178.25	17.41	0.38	Positive correlation
Spiritual Intelligence	1806	250.42	16.52		

The above table values reveal that there is significant positive correlation between teaching aptitude and spiritual intelligence in Vishakhapatnam district. The Mean, SD values of both variables of secondary school teachers are found to be 178.25, 250.62 and 17.41, 16.52 respectively the obtained 'r' value 0.38 reveals that there is a significant correlation between teaching aptitude and spiritual intelligence. Hence it is concluded that there is positive correlation between teaching aptitude and spiritual intelligence.

2. There would be no significance of correlation between teaching aptitude 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 Teaching Aptitude And Spiritual Intelligence Of Male And Female Secondary School Teachers.

Variables	Male		Female	
	Mean	SD	Mean	SD
Teaching Aptitude	178.93	18.30	179.86	18.09
Spiritual intelligence	251.62	14.22	252.66	16.39
Coefficient of correlation(r)	0.979		0.812	

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

Table 3. Table Showing Mean, S.D, and 'r' Values Between Teaching Aptitude And Spiritual Intelligence Of Urban And Rural Secondary School Teachers.

Variables	Urban		Rural	
	Mean	SD	Mean	SD
Teaching Aptitude	179.48	15.51	177.66	16.66
Spiritual intelligence	250.31	16.09	251.63	15.73
Coefficient of correlation(r)	0.930		0.896	

From the above table reveals that there is a high positive correlation between teaching aptitude 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 Teaching Aptitude And Spiritual Intelligence Of Govt And Private Secondary School Teachers.

Variables	Govt. School		Private School	
	Mean	SD	Mean	SD
Teaching Aptitude	177.08	16.62	175.71	17.11
Spiritual intelligence	257.49	16.11	249.54	15.76
Coefficient of correlation(r)	0.956		0.822	

From the table values it is evident that the teaching aptitude 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 Teaching Aptitude And Spiritual Intelligence Of Secondary School Teachers With Reference To Their Teaching Experience.

Variables	Below 15 years		Above 15 years	
	Mean	SD	Mean	SD
Teaching Aptitude	175.01	16.21	175.43	16.78
Spiritual intelligence	250.31	15.57	249.75	15.48
Coefficient of correlation(r)	0.882		0.822	

From the table values it is observed that teaching aptitude 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 Teaching Aptitude And Spiritual Intelligence Of Secondary School Teachers With Reference To Marital Status.

Variables	Married		Unmarried	
	Mean	SD	Mean	SD
Teaching Aptitude	176.52	17.78	176.13	16.53
Spiritual intelligence	250.75	16.95	249.36	16.47
Coefficient of correlation(r)	0.979		0.812	

From the above table reveal that there is high positive correlation between teaching aptitude 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 teaching aptitude and spiritual intelligence of teachers

CONCLUSIONS:

In the light of the findings, the following conclusions are drawn. 1. There is significant positive relationship between teaching aptitude and spiritual intelligence of secondary school teachers in Andhra Pradesh. 2. there is a positive correlation between teaching aptitude and spiritual intelligence of secondary school male and female teachers. 3. There is positive correlation between teaching aptitude and spiritual intelligence of Secondary school teachers belonging to urban and rural areas. 4. Teaching aptitude and spiritual intelligence of secondary school teachers are positively correlated irrespective of the type school in which they are working. 5. Teaching aptitude and spiritual intelligence of secondary school teachers are positively correlated irrespective of their teaching experience. 6. There is positive correlation between teaching aptitude and spiritual intelligence of secondary school teachers irrespective of their marital status.

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