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CHAPTER-I

INTRODUCTION

Education is a process of human enlightenment and empowerment for a better life. Sound and effective system of education results in unfolding the learner’s potentialities, enlarging their competencies, interests, attitudes and values. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalization of elementary education with an explicit aim of providing 'Quality Education for All'. They have also emphasized its qualitative improvement for effective empowerment of learners, as many as possible, in order to achieve advancement in various domains of life. The quality of education depends on the quality of teachers, which in turn determines the quality of a nation.

The teacher, in an educational system, is more important than all other educational factors taken together, may it be syllabus, textbooks, equipment etc. Thus, teachers are the nation builders and educational institutions are the fountain head of all that goes to make the foundation of a nation strong. Teaching is a specialized task and may be taken as a set of component skills for the realization of specified set of instructional objectives. India needs effective teachers to educate the teeming millions who can function in the rapidly changing society and to meet the challenges of the present time. An effective teacher is one who helps in the development of basic skills, habits, attitudes, value judgment and proper adjustment of the students.

If we turn down the pages of history, we find that education has always been a symbol of civilization and has been instrumental in the evolution of mankind from stone-age to this computer age. The 'torch bearer' of this process of civilization from the time immemorial has been no one else than ‘the teacher’ who by the light of his knowledge has always removed the darkness of ignorance.

The success of any system of education depends on the quality of its teachers. It is no exaggeration to say that any system of education cannot ever
rise above the level of the quality of its teachers. If education is at the root of the progress of any country, the teacher is at the root of education. The Secondary Education Commission (1952-1953) accepted the key role of teachers and reported that we, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and his place that he occupies in the institution as well as in the society.

A teacher plays prominent role in the educational system and his/her position in the system can be compared with the Sun in the Solar System. In the field of education, he is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading materials, plays the role of subject specialist, evaluates learning outcomes and helps the students to overcome their difficulties. It is he who sets the standards, builds up desirable attitudes and approves or disapproves student’s behavior. Thus the success of educational process depends on the quality competence and character of teacher.

According to Humayun, Kabir (1961), “Without good teachers, even the best of the system is bound to fail with the good teachers even the defects of system can largely be overcome”.

According to Ryans (1969), “An effective teacher may be understood as one who helps the development of basic skills, understanding, proper work habits, desirable attitudes and adequate personal adjustment of the students”.

According to Stern, Stein and Bloom (1956), “Teacher effectiveness is rather a standard of performance in a specific work situation that some individuals are said to manifest. These judgments are made significant by others in their environment.”

According to Mathews (2003), “No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers”

Today, the teachers are expected to do much more than what they did in the past. The aims and objectives of education are largely dependent upon the
effectiveness of teachers. The schools having excellent material resources and the appropriately adopted curriculum prove their worth only if the teachers are effective.

These days the school teacher-ship is an important profession in the developing and developed world. The democratization of educational system, where the emphasis is more on co-operation and initiation has made the role of teachers more challenging. It is the teacher who is supposed to be the hub of educational system from whom everything emanates. Teachers pave the way for an enlightened society. An effective teacher do it effectively, on the other hand, poor teacher contributes to the perpetuation of ignorance and intellectual stagnation. Thus, the success of educational process depends on the quality competence and character of teacher. To play his role effectively, teacher should be well equipped psychologically, philosophically, methodologically, technologically and above all physically.

1.1 TEACHER EFFECTIVENESS

Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. Teacher effectiveness, as given in dictionary of education, is the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interests of the students. This is the ability of teacher to relate the learning activities to the developmental processes of learner and to their current and immediate interests and needs. To be effective means producing the result that is intended or wanted.

Teacher effectiveness concerns with those outcomes which reflect the objectives of education. The teacher effectiveness has been evaluated in terms of student achievement and attitude as the product criterion. Thus what is crucial is not the teacher’s act or behavior but the pupils act or behavior. Various descriptions of effective teachers have evolved during the past few decades.

According to Webster’s Dictionary (2002), “The effectiveness is producing a desired or decisive effect.”
According to Remmers (1952), “Effectiveness is a degree to which an agent produces effects. Three categories of effect in terms of object affected are (a) pupil, (b) school operations and (c) the school community”.

According to American Educational Research Association (1952), “Teacher effectiveness refers to the capacity of the teacher to realize some of the educational objectives like desired pupil behavior, abilities, habits and characteristics.”

According to Barr (1952), “Teacher effectiveness is a relationship between teachers, pupil and other persons concerned with the educational undertaking.”


Vogt (1984) relates effective teaching to the ability to provide instructions to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students.

Porter and Brophy (1988) define teacher effectiveness as, “the degree to which a given teacher is effective to a certain extent on the goals being perused by that teacher.”

Richardson and Arundell (1989) state that effective teacher gives a variety of examples; properly plans lessons; is knowledgeable of subject matter and student learning.

Anderson (1991) stated that “… an effective teacher is one who quite consistently achieves goals which either directly or indirectly focus on the learning of their students”.

Yashpal Committee Report (1992) states, “The teacher is engaged in the most dedicated task of human engineering with whatever resources and tools are available to him. All five materials, text-books, modern gadgets and laboratory equipments will turn to dust in the hands of an incompetent teacher. Only that teacher who knows his art, has a sense of purpose and has the
necessary enthusiasm to share his learning with his students will deliver the goods.”

Seldin (1999) suggested following characteristics of an effective teacher: treats students with respect and caring; provides the relevant information to be learnt; uses active, hand on student learning; varies instructional modes; provides frequent feedback to students; offers read world practical example; draws inferences on assignments; creates a class environment which is comfortable for students.

According to Roth (1999), “an effective teacher acts as a reflective practitioner through the following practice processes: an effective teacher questions what, why and how one things; asks what why and how other things; emphasizes asks what, why and how other thinks; suspends judgments, waits for sufficient data or self validate; seeks alternatives; keeps an open mind; compare and contrasts; views from various perfectives; identifies test assumptions, seeks conflicting evidence; puts into different varied contexts; asks 'what if '; asks for other ideas and viewpoints; adopts and adjusts to instability and change; functions within uncertainly, complexity and variety; hypothesizes; considers consequences; validates what is given or believed; synthesizes and tests; seeks, identifies and resolves problems; initiates after thinking though alternatives, consequences or putting into context; analysis what makes it work, what didn’t and why; uses prescriptive models only when adapted to the situations; makes decisions in practice of profession.

Hay McBer (2000) identified twelve teacher characteristics which are organized into four clusters: professionalism, thinking/reasoning, expectations and leadership.

- **Professionalism**- It comprise commitment, confidence, trust worthiness, respect, commitment to do everything possible for each student, enabling all students to be successful, belief in one’s ability to be fair, keeping one’s work and belief that all individuals matter and deserve respect.
• **Expectations**- It includes drive for improvement, information seeking and initiative, reflective energy for setting and meeting challenging targets for students and school, drive to find out more and get to the heart of things; intellectual curiously and drive to act now and to anticipate events.

• **Thinking/Reasoning**- It includes analytical thinking, conceptual thinking, ability to think logically, break things down and recognize cause and effect, ability to identify patterns and connections, even when a great deal of detail is present.

• **Leadership**- It includes flexibility, accountability and passion for learning ability and willingness to adopt to the needs of a situation and change teachers, drive and ability to set clear expectations and parameters and hold other accountable for performance drive and ability to support students in their learning and to help them become confident and independent learners.

Thus, effective and successful teachers have the ability to evaluate their own instructional effectiveness and be professionally responsible for acquiring new skills and knowledge. They also demonstrate their commitment to teaching by accepting responsibility for pupil learning. Personal and professional characteristics that have been identified as being representative of successful teachers include:-

1. Ability to show a genuine interest in teaching and enthusiasm for learning.
2. A pride in one’s personal appearance.
3. Skill in adapting to change.
4. Ability to adhere to accept policies and procedures of school system.
5. Accepting responsibility for actions both inside and outside the class-room.
6. The desire to adopt a co-operative approach toward parents and school personnel.
7. Punctuality and regularity in attendance.
8. The ability to establish a genuine rapport with students.
The contributing factors in teacher effectiveness are emotional stabilities, a good disposition, democratic and cooperative attitude, kindliness, empathy, patience, humor and fairness. In addition, there is need for professional competence for ability to make effective use of sound personality pattern and professional insights in relating to children and in promoting their all round growth. The effectiveness of education is dependent on the effectiveness of teachers. In India most of the classroom teaching is dominated by the teachers. Hence, greater attention should be paid to teacher effectiveness to improve the teaching learning situation.

The teacher effectiveness is determined through the format experience, teacher qualities, teacher behavior, immediate effects and long term consequences. The effective teacher never stops experimenting to discover what best suits his own particular needs and those of his students. The effective teacher applies teaching methods that are easier, quicker, better, safer, more rewarding, intensive and more suitable.

1.1.1 STRUCTURE OF TEACHER EFFECTIVENESS

Attempting to answer the issue as to who is an effective teacher, some consensus seems to emerge with regard to the pattern of his qualities but the inadequacy of measuring teacher effectiveness through the ratings by pupils, supervisors, principals and experts is being increasingly realized because of the discrepancies and the subjectivities involved in these ratings. As a result, many researchers and workers in the field have started basing their work on pupils’ outcome so as to probe new directions and adapt fresh and more sophisticated approaches.

Model of teacher effectiveness by Mitzel (1982) shows how these criterion are linked to each other. The structure of teacher effectiveness as given by him shows in a systematic form nine important types of variables involved in the definition of teacher effectiveness proposed as basic for planning further research, in the research itself and in making decisions about teacher effectiveness.
Figure 1.1: Structure of Teacher Effectiveness, Mitzel (1982)

The five cells in the top row [on-line] define five types of variables each of which has been sued at one time or another as a criterion for evaluating teachers. The four cells in the second row [off-line] define four additional types of variables that affect the outcomes of teaching and that are not controlled by the teacher. The arrows in the diagram indicate the how of influence from one variable to the next. Each cell is joined by such influences most directly; the effectiveness of a teacher depends, on at least eight different binds of variables and it is vital that they be distinguished clearly from one another. These variables affect pupil learning outcomes directly or indirectly.

Mitzel’s (1982) Presage criteria included pre-existing teacher characteristics, teacher training variables and teacher competencies; his process criteria included teacher performance and pupil learning experiences; his product criteria more based on pupil learning outcomes; and his environmental variables included variables in the remaining there of the four off line cells shown in the second line of figure (1.1)

Nitsaisook and Postleth (1986) Gave the process products paradigm, probably the best known paradigm which is implicit in figure 1.2 it is sometimes called the presage-content-process-product paradigm.
In presage-context-process-product-paradigm, the presage variables are, in general teacher characteristics, such as the teachers age, sex, training, verbal aptitude, years of experience, knowledge of the subject teacher-education experience, education values and implicit theories of teaching; Context variables desirable the setting in which the teaching takes place; type of school, grade level, subject-matter, students ability and initial knowledge of subjects, class size, school size and so for; process variables refer to what goes on in the classroom teaching behavior, methods practices and styles as well as student behaviors and teacher-student interactions; product variables are these that characterize student achievement of cognitive objective as well as students attitudes, values etc.

### 1.1.2 Criteria of Teacher Effectiveness

Mitzel, H. (1959) suggests that the best criterion of teacher effectiveness would be that which presented a multi-dimensional view of teaching effectiveness. Accordingly, in his study multi-dimensional approach was resorted to in selecting criteria of teaching effectiveness which included: personality, adjustment, attitude, self concept of teacher, students rating of their teacher, the observation of classroom teaching behavior of the teacher by the investigator and students examination result which was also added in the above said criterion.
Ryans (1969) mentioned general approaches to the measurement of teacher effectiveness which involve the evaluation of (a) teacher behavior process; (b) product of teacher behavior; (c) concomitants of teacher behavior.

Klausmeier and Ripple (1971) have referred to three criteria of teacher effectiveness: process, product and presage.

(a) **Process:** It involves the classroom interaction of the teacher with the pupils. It includes the behavior of the teacher, the reciprocative behavior of the pupils and rapport established between the two (source-link) in various academic activities. An effective teacher is able to deal efficiently with the classroom and the students get maximum benefit from his teaching.

(b) **Product:** It is very common and conventional way of appraising the standard of a process from the results or end products it incurs. Such a yardstick seeks the extent to which the educational objectives have been achieved by the pupils. So, whatever materials and resources may be utilized and exercised by the teacher, his effectiveness is gauged from the progress and prosperity sustained by the learner.

(c) **Presage:** It focuses on the academic background and personal characteristics of the teacher. It includes the intellectual abilities, creative proficiency and reasoning efficiency. The teacher’s effectiveness is measured by his educational, professional and personal qualifications and experiences.

Very often any one of the above criteria is taken into account, while determining the effectiveness of a teacher, which is not desirable. From all round consideration it is very urgent to pay due attention to all the three criteria given above while judging the effectiveness of a teacher. Product and process are direct determinants of teacher effectiveness, presage being the indirect determinant.

Jenkins and Bausell (1974) have listed sixteen criteria of teacher effectiveness. These are: Relationship with class (good rapport); Willingness to
be flexible; Effectiveness in controlling class; Capacity to perceive world from
students’ point of view; Personal adjustment and character; Influence on
students behavior; Knowledge of subject matter; Ability to personalize
teaching; Extent to which verbal behavior in classroom student centered;
Extent to which inductive methods are used; Amounts students learn; General
knowledge and understanding of educational facts; Civic responsibility
[Patriotism]; Performance in student teaching; Participation in community and
professional activities; Years of teaching experience.

Collins (1990) established five criteria for an effective teacher i.e., “an
effective teacher is, committed to students and learning, knows the subject
matter, responsible for managing students, can think systematically about own
practice and an active member of learning community.”

To assess the teacher effectiveness in terms of his characteristics
(personality, attitudes etc.), process (teacher pupil interaction etc) and
production variables (outcomes of teaching learning process), five areas were
used by Umme Kulsum (2000), viz., Preparation and Planning for teaching,
Classroom Management, Knowledge of Subject matter, its delivery and
presentation, Teacher Characteristics and Interpersonal Relations. These areas
cover all the functions of a teacher. A brief description of these five areas is
given below:

A. **Preparation and Planning for Teaching**: This area includes the ability
of the teacher in preparing, planning and organizing for teaching in
accordance with the course objectives by using different materials.

B. **Classroom Management**: This area includes the ability of the teacher
to successfully communicate, motivate the students and evaluate the
teaching-learning process and also to maintain discipline in the
classroom within the framework of a democratic set-up.

C. **Knowledge of Subject Matter**: This area includes the ability of the
teacher in acquiring, retaining, interpreting and making use of the
contents of the subject he/she is dealing within the classroom situations.
Delivery of course contents and its presentation including Black Board summary constitute essential aspect of the teaching-learning process.

D. **Teacher Characteristics**: This area refers to the personality make-up of teachers and its behavioral manifestations that have their own level of acceptability or unacceptability in the teaching profession.

E. **Interpersonal Relations**: The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession form the basis to this area.

In addition to these indispensable characteristics, it is desirable for an effective teacher as far as possible, to have sportsman spirit, skill of correlating subject matter effectively, involve students in planning, interest in the educational field, experimental approach, qualities of leadership, impressive appearance, sound judgment, ability to conduct discussions, superior intellect, objectivity, impartiality with students, higher order values, good academic record, attentive and dutiful to higher authorities and above all commitment towards profession.

To think of teaching profession is to think of its essential requirements not only in terms of broad educational competencies and in terms of what are called teaching competencies, but also of the essential commitments which teachers worth the name of the profession should handsomely develop. The rapid expansion of knowledge and competitive character of modern societies has inevitably led to professional specialization and thus in turn, has further heightened the urgency of role commitment.

### 1.2 ROLE COMMITMENT

Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job (Day, 2000). This concept of 'commitment', as investment of personal resources, has long been associated with the
professional characteristics of a teacher. It is widely recognized that the role of
the teacher has intensified, and teachers are needing to adapt to
'bureaucratically driven escalation of pressures, expectations and controls
concerning what teachers do and how much they should be doing within the
teaching day' (Hargreaves, 1994). At a time when education is in constant flux,
teachers are expected to incorporate reforms on a number of levels into their
daily practice. The reform agenda has created an environment where those who
wish to survive at thrive must become involved in an 'increased rate of personal
adaptation and professional development' (Day, 2000). Teachers must be
willing to experience steep learning curves and invest personal time and energy
to translate the on-going reforms successfully into effective practice.
Professional commitment appears to be highly influential for not only a
teacher's success during times of change but also for systems in seeking to
bring about change.

Commitment ordinarily is defined as an engagement 'or liability'
pecuniary obligations'. It is committing of oneself of being committed to a
partial or course of conduct etc. [The Oxford English dictionary 4th Edition
2006]. Commitment is fulfilling one's task/ work/ duty etc. to the best of one's
ability and time and resources on priority basis, Doing duty with fullest
capacity, Taking up the responsibility given with devotion / dedication,
Fulfilling promise, Willingness to work of given responsibility When involved
with task, doing it with sense of responsibility to the extent up by ignoring
other needs (such as physical etc.) till the task is completed.

Metaphysically speaking, human life is viewed as a commitment to live
for other. Role commitment has been increasingly assuming, pragmatic
importance. Third is hardly any area of life in which the concept of
professional commitment has not come into vogue and has not crystallized
itself in one form or the other. In other words role commitment is not merely a
philosophic obligation but also an unavoidable necessity and an inevitable
demand of the dynamic modern society.
In the field of education, the concept of role commitment of teaches is now a frequently discussed topic fundamentally. Committed teachers are expected to teach creatively and with a clear vision of the future of mankind. They are expected to be constant students of their subjects of their students, of themselves and of the environment in which they have to operate. This search for more effective and creative methods of teaching knows no ceasing. Teaching for them is a mission to which they are transparently and whole heartedly dedicated.

For committed teachers, teaching is not just a career to make a living. They are not mere technicians conveying the understanding of the constituents of syllabi. They are rather passionately dedicated to the great cause of education, the education which lies in the enfoldment and development of human potentiality in a manner as to ensure constant progress of civilization and culture.

1.2.1 Role

Role is an actualized performance of the teacher. It is the performance level of the teacher by which teachers indicate their loyalty towards the profession

Sarbin (1954) defined role as “a patterned sequence of learned actions or deeds performed by a person in an interaction on situation learning evidently implies internalization of values and there incorporation into system of behavior.”

Biersted (1957) defined role as, "the dynamic or behavioral aspect of status." Statuses are occupied but roles are played. A role is the manner in which a given individual fulfils the obligations of a status, enjoys its privileges and pre-rogations.”

Wilson (1962) while considering the role of teacher pointed out that, “the teacher helps child to acquire new attitudes of mind, new values, new knowledge and new motivation."
According to Singh (1972), "Commitment has both motivational and value-oriented dimensions where a role incumbent deliberately accepts the culturally sanctioned normative structure regulating a particular role."

Chitnis (1979) defined role as the "attributes, activities and attitudes contextually relevant to the position of the teacher." Chitnis laid emphasis on two issues: the activities of the teacher as a scholar and academician and their choice of commitment and outlook about their profession.

National Education, Washington (1997) defined role of secondary school teachers who generally teach fourteen to seventeen year olds, they help students to develop in subject areas introduced in elementary school end expose them to more information about the world themselves. The association further highlighted the typical task of school teachers as follow: teacher's specialization in one specific subject area, prepare tests and grade papers, meet parents and school staff to discuss about students academic progress and personal problems, plan class lessons.

1.2.2 Commitment

Commitment is multi-dimensional construct and is described as a phenomenon wherein a person activates his or her cognitive and emotional processes, makes decisions about organizational membership. As regard to the literacy conception of the terms commitment, According to the Cambridge International Dictionary of English (1995), "Commitment means to promise or give your loyalty or money to a particular principle, person or plan of action. Commitment depicts the firm and not changing orientation in support of one's belief in his / her principles." A committed person is loyal and involved, he has a sense of belongingness feeling that the professional group is an extension of his self and he is an extension of the professional group.

Nias (1981), ‘Teacher commitment, like organizational commitment, is not one -dimensional but is conceptualized as being multi–dimensional”.

According to Mowday, Porter and Steers (1979), “Commitment to school is defined as "teacher's belief and acceptance of the goals and values of
the school teacher's efforts for, actualization of those goals and values and teacher's strong desire to keep up membership in the school”.

Blau (1986) Commitment to teaching occupation is defined as, "Teacher’s attitude towards their occupation-formulated in accordance with the concepts that are professional commitment, career orientation and career commitment.”

Reyes (1990) "Teacher commitment is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job well beyond personal interest."

According to O'Reilly (1991) "Commitment is typically conceived of as an individuals’ psychological bond to the organization including a sense of job – involvement, loyalty and belief in the values of his organization."

Ananda (1992) observes, "The total commitment to the teaching profession on and enjoying being in it enhances teacher's effectiveness”.

Salanki (1992) pointed out that, “Commitment is attitudinal in nature. It reflects how much closeness an individual feels with his organization or relationship.”

Firestone and Pennell (1993), “The commitment, that beginning and practicing teachers being to the workplace may be the single most important factor influencing their work and student performance in schools”.

Louis (1998), "Teacher commitment refers to attitudes and behaviors representative of teacher's investment in their professional and personal responsibilities in a classroom”.

Ebmeier and Nicklaus (1999) "Commitment is a part of a teachers’ affective or emotional reaction to their experience in a school setting. It can be seen to be part of a learned behavior or attitude associated with the professional behavior."
Mariados (2000) stated that commitment is a deep and profound value of emotional intelligence. It means aligning with the goals of a group or organization and applying oneself completely for a cause."

Elliot and Crosswell (2002), "Commitment refers to beliefs and actions regarding the school organization, teaching profession and students."

According to Abdul Kalam (2002), “Total commitment is a crucial quality for those who want to reach the very top of their profession. Total commitment is the common denominator among all successful men and women, total commitment is total involvement, much more than mere working hard."

Walia (2003) described the qualities of a committed teacher as, “a committed teacher is he/she who (i) affectionate, kind and friendly, caring and sympathetic towards learner, (ii) facilitates and supervises all round development of learner,(iii) is a good listener and totally devoted, (iv) is dedicated and patient,(v) is understanding and solves problems,(vi) is a life-long learner, (vii) is committed to society and community and (viii0 realizes he/she is a role model.

It is evident from the survey of the various conceptions of the term commitment that it is a subjective aspect of an individual. Commitment refers to socio – psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession.

**Teacher Commitment**

Teacher commitment has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher commitment is closely connected to teachers’ work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students’ achievement in, and attitudes toward school (Firestone, 1996; Graham, 1996; Louis, 1998; Nias, 1981; Tsui & Cheng, 1999). The teacher commitment literature can be distilled for generalizations and assumptions
about the ways that teachers define, describe and characterize commitment. The current accepted conceptualizations of teacher commitment can be directly linked back to the research done in the 1970’s into organizational commitment by Kanter (1974) and Mowday, Steers and Porter (1979). Teachers are thought to have commitment to the social context in which they work, or to what Kanter (1974) describes as the ‘social system’. However, the overarch ing assumption is that teacher commitment is not one dimensional, but has many layers and dimensions (Day, 2000, 2004; Nias 1981, 1996; Tyree, 1996). Individual teacher’s commitment, it is presumed, can be analyzed to identify centers of commitment in their professional practice. These centers of commitment are currently considered to be external to the teacher, and include commitment to; the school or organization (Graham, 1996; Huber, 1999; Louis, 1998; Tsui & Cheng,1999); students (Bilken, 1995; Nias, 1981; Tyree, 1996; Yong, 1999); career continuance (Nias, 1981; Tyree, 1996; Wood, 1981; Yong, 1999); professional knowledge base (Nias, 1981; Tyree, 1996; Wood, 1981); the teaching profession (Day, 2000, 2004; Tyree, 1996).

Accepted ideas about teacher commitment assume that it is multidimensional. These dimensions are thought to be external to the teacher but interconnected and have some influence on each other (Meyer and Allen, 1991). Understanding the orientation of an individuals' commitment is crucial as a teacher may behave differently according to those aspects of the profession and organization to which they are committed (Nias, 1981, 1996; Tyree, 1996). There is crucial link between emotional attachment to the work of teaching and a teacher's personal levels commitment (Day, 2004; Elliot & Croswell, 2001; Fried, 1995; Nias, 1996). This literature challenges the view challenges that teacher commitment is focused exclusively on external dimension and explores the relationship between teacher passions, values and beliefs, and teacher commitment in a way that characterizes teacher commitment as a highly personal way of viewing the self and its relationship to education. This view takes the position that while teachers do articulate a commitment to external
factors (such as student) they also make significant links to personal passions which have clear articulations with ideology, values and beliefs.

According to Dave (1998) there are five commitment areas of a teacher. These are:

(1) **Commitment to the learner**: including love for learner, readiness to help learner concern for there all round development for tuning his teaching to meet the varied requirements of his students.

(2) **Commitment to society**: such as awareness and concern about impact of teacher’s work on the degree of advancement of families, community and the nation.

(3) **Commitment to achieve excellence**: that is care and concern for doing everything in the classroom in the school and the community in the best possible manner and in the spirit of "Whatever you do, do it well."

(4) **Commitment to basic human values**: including the role aspect comprising genuine practice of professional values such as impartiality, objectivity, intellectual honesty, national loyalty etc. Teacher must live the values he wants to inspire his wards.

(5) **Commitment to the profession**: that is, internal acceptance of the role and responsibility of the teaching profession, no matter under what circumstances on entered it.

Elliot, B. and Crosswell (2002), identified six distinct, yet related categories of teacher commitment. These six categories represent different ways that teachers perceive, understand and conceptualize the phenomenon of teacher commitment. The six identified categories are:

1. **Teacher Commitment as a 'passion'**: This conception sees teacher commitment as a passion on or appositive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching.

2. **Teacher Commitment as an investment of time outside of contact hour with students**: This conception identified teacher commitment as an investment of 'extra' time outside of expected contact hours with
students. This extra time is discussed as other visible time invested at the school site or invisible time invested off the school site.

3. **Teacher commitment as a focus on the individual needs of the student:** This conception considers teacher commitment to be a sharp focus on the needs of the students. Student needs are discussed as either emotional and/or academic.

4. **Commitment as a responsibility to impart knowledge, attitudes, values and beliefs:** This conception considers teacher commitment as taking responsibilities for imparting a body of knowledge and/or certain attitude, values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on a core set of skills, understanding and values.

5. **Teacher commitment as 'maintaining professional knowledge':** This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning. Within this conceptualization is the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.

6. **Teacher commitment as engagement with the school community:** This conception considers teacher commitment to be the willingness to engage with the school and the school's community. Within this conceptualization is the belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.

Teacher commitment is a key factor influencing the teaching learning process. Teacher commitment is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job well beyond personal interest. According to this view, the higher the teacher's psychological identification is, the higher will be his or her
sense of commitment. That is, teacher may feel committed to the professional of teaching, the school and / or the students. Regarding the inter relationship among the different areas, some mix of commitment to the profession, the school and the students is necessary for teachers to have the motivation to pursue changes in their practice.

Firestone and Pennell (1993) identified six primary factors in the workplace that can affect teacher's commitment. There are teacher autonomy and efficiency, participation, feedback, collaboration, learning opportunities and resources. The teachers who experience high levels of these factors demonstrate great commitment than teachers who do not.

- **Autonomy and Efficacy**: Autonomy is the teacher's freedom to schedule work and determine the procedures used to carry it out. The concept involves being self – initiating and in control of one's own actions. Autonomy is closely related to efficacy, or the extent to which the teacher believes he or she has the capacity to affect student performance". A teacher who experiences high levels of both autonomy and efficacy is one who has been given or has assumed the authority to make decisions about what and how to teach, who teaches with the intent to bring about student learning, and who believes that his or her actions as a teacher can ultimately influence what students learns in class.

- **Participation**: Participation refers to the relationship between participative decision making and school- based management. The concept involves a teacher's willingness either to take advantage of school structure that promotes involvement in school in school policy making or to create opportunities for such involvement to occur. An example of participatory decision making is teacher who persuades the principal to create a task force of teachers to design a parental involvement program.
- **Teacher Feedback:** Teacher feedback is the amount of direct, clear information a teacher receives about his or her work performance and effectiveness. Feedback can enhance teacher's commitment by confirming the success of some instructional efforts and signaling problem areas in another. A major source of feedback for physical education teachers at levels can be colleagues and students. Simply asking students at the end of class to write down three things they learned that day can provide helpful feedback.

- **Collaboration:** A fourth factor influencing teacher commitment, collaboration, involves two or more people working together on a task. Communication among teachers can foster a sense of affiliation within the school and a sense of mutual support and responsibility for the effectiveness of instruction. An example of collaboration is social sciences teacher working with a music or science teacher for the betterment of the students.

There is a growing body of literature that suggests that there is crucial link between emotional attachment to the work of teaching and a teachers’ personal levels commitment (Day, 2004; Elliott & Crosswell, 2001; Fried, 1995; Nias, 1996). This literature takes the position that while teachers do articulate a commitment to external factors (such as students) they also make significant links to personal passions which have clear articulations with ideology, values and beliefs. While commitment seems to be rooted more in values that represent conservation and/or self-transcendence, we assume that performance, particularly in-role performance, is rooted more in values that represent openness to change and/or self-enhancement. One reason for this is that values-as noted above-play a key role in determining the fit between employees and the organization, meaning that people will be more motivated, satisfied, and committed when their values are congruent with those of the organization or group (Berings et. al., 2004). Because most organizational cultures strongly emphasize performance, employees whose value system has a better fit with the notion of performance will adjust better to their work environment, and will perform better. It is important for the teachers to
take an optimistic view of his profession and be fully satisfied, so as to have balanced personality with high values.

1.3 VALUES

In the present scenario man is the most valuable asset of humanity. The excellence or superiority of human life as compared to other living beings can easily be identified. Human life is the most evolved creation in universe. Teaching is a profession that has the potential value of creating a better society through making desirable changes in the individual. It is agreed that the teacher leave a very strong impression upon the minds of young students by their overall personality characteristics; emotional growth and stability; intellectual and professional efficiency; favorable attitude towards students and teaching; and the like. The teacher is the most powerful source of stimulation for the child only if the teacher possesses desirable qualities in him. All this requires undoubtedly, a significant role to be played by the teacher to permeate the rich cultural heritage to the coming generation.

The term 'value' is borrowed from Latin word ‘Valere’. It means estimation, comparison with something, consideration of the worth, merit, whatever is actually like, prized, esteemed, desired and approved of enjoying a desired object or activity.

Allport (1937) defined values as “enduring attitudes about a class of observations held by mature individuals. The value system is based on individual's own organization of his attitudes. A value is thought to be a kind of super attitude at a high level of abstraction. Commonalities among a person’s attitudes can be identified and grouped around a smaller number of broad themes which provide the labels for values”.

According to John Dewey (1939), “Value means primarily to prize, to esteem, to appraise to estimate. It means the act of cherishing something holding it dear and also the act of passing judgment upon the nature and amounts of value as compared with something else.”
Edward (1944) remarked, "A body of core values is essential for a society and for the individuals, who go to make it up. If a society is not to disintegrate into a mere aggregate of individuals, its members must have common sense of reality and entertain a body of common ideas and loyalties. It an individual is to achieve integration of personality, he must orient his behavior in terms of value system that gives the direction to life".

Kluckhohn (1959) defined value as, “a conception of the desirable and not something merely desirable. Thus, a conception of the desirable which influences the selection of available modern means and ends of action turns out to represent a desirable preference for something to something else. The something is a special mode of behavior or end state up existence. The something else is an opposite, converse or contrary mode or end state. A conception of desirable thus seems to be nothing more than a special kind of preference – a preference for one mode of behavior over an opposite end state."

According to Stein (1961), “Value is something which pervades everywhere. It determines the meaning of the world as a whole, as well as the meaning of every person, every event and every action. Everything that exists, and even everything that may exist or in any way belong to the composition of the world, it so such a nature that it not only exists, but also contains, within itself either the justification or condemnation of its being. It can be said of everything that is either good or bad; it can be said whether it must or must not be, or that it ought or ought not to exist, that its existence is right or wrong. (not in the judicial sense)."

According to Broudy (1965), "The terms value is general name for worthiness’ in to whatever we choose to perform and act, we do so because we have decided that it is right thing to do, it is what we ought to do, it is a claim which we acknowledge, or we choose it because of all available alternatives, it is the best thing to do and it will lead to more satisfying consequences".

According to Garrett (1965) "Values are master sentiments or philosophies of life, which give to the individual the directions, or ways of life regarded as more desirable then others."
Rogers (1969) remarked, "Valuing is the tendency of a person to show preference."

According to Pepper (1969), "The term value refers to interests, pleasures, likes, preferences, duties, moral obligations, desires, wants, needs, attraction and many other modalities of selective orientation."

According to Allport (1969), "Value is a belief upon which a man acts by preference, values are that which guide human behavior and put meaning into their existence. The values, which a person cherishes, are bound to transform into action and shape his life. Values form the central pole around which people organize their desires, ambitions and fashion their idioms of life. A man is known by his values."

Brubacher (1969) opined that values may be defined as, “a simple or immediate liking, prizing or designing. They satisfy a unique craving or want which cannot be satisfied by any other thing.”

Rokeach (1973) explains values as, “an enduring belief that a specific mode of conduct or end state of end state of existence is personally or socially preferable to opposite or converse mode of conduct or end state of existence.”

According to Shaver and Strong (1976), “Values are our standards and principle for judging worth. They are the criteria by which we judge things, people, objects, ideas, actions and situations to be good, worthwhile, desirable or on the other hand bad, worthless, despicable, or of course, somewhere in between these two extremes. We may apply our values consciously or they may function unconsciously, as part of the influence of our frame of reference without one being aware of the standard implied by our decisions.”

Morrill (1980) remarked, “Although values are not beliefs or judgments, they necessarily come as expression in and through thought. Values cannot be defined through deeds; these always are medicated through specific acts.”

Steele and Harman (1983) defined, “Values are organized into hierarchical structures. The emerging value system has a rank ordering of
values along a continuum which reflects the relative importance of values, therefore, each value relates to a series of higher values.”

Dutt (1986) defines value as, “an endeavor which satisfies need system, Physiological as well as psychological. Almost all human beings have the same physiological needs, but they differ in their psychological needs hence, difference in their values and styles of life.”

Sharma (1986) defines values as, “The process of choosing from the alternatives is a value process and the choices are made according to one’s personal satisfaction.”

According to Manav (1988), “Values are most commonly defined in terms of sentiments and emotions; likes and dislike which satisfy a human’s need or a human desire; and as the quality of things which evokes some appreciative responses.”

Suar, Damader (1992) stated, “Values are desirable ideals located centrally within one’s belief system. They are transferred from generation to generation through education, early life experience in family, schools, and through socialization in organization and institutions, values are also institutionalized partly in form of legislation. Ultimately they constitute an attitude of the individual as well as of the collective culture. Thus, values govern human behavior.”

Singh (1992) defined, “Values are significant in one’s personality development. Values develop by direct learning through parents at home and the teachers at school and later on the person acquires the values of his society through the different media of communication. Values are significant in evaluating one’s attitude towards objects and activities having social significance.”

Adhikari (1994) asserted “Values play an important role in shaping individuals behavior in social context. They are socially approved or disapproved desires or goals, conceptions or standards by which things are
compared and approved or disapproved. Values are things in which people are interested, things they want and desire.”

Angira (1995), “Values are ideas about desirable states of affairs shared by members of a group or culture. Values are inculcated in childhood and are transferred at later stages. They guide our behavior, act as actions and enable to choose good or bad throughout life. We can understand a person through the knowledge of his values.”

Schwartz (1996), “Values are referred to as broad qualities that underline and justify attitudes and behaviors.”

Tyagananda (1996) remarks that a community without values would be chaotic and life of individual and community will have no meaning.

According to Shetty (1997), “Value is a concept ion, explicit or implicit distinctive of an individual or characteristics, which influence the selection from available modes and ends of action.”

Abdul Kalam (1999) emphasizes, “Value pattern of teacher as a person is very important as the chances of a teachers’ being of maximum benefit to the values of pupils are small unless the teacher maintains his value pattern at high level”.

Das (2004) opined, “Values grow from a person’s experience. It is expected that different experiences would give rise to different values and that any person’s values would be modified as the experiences accumulate and change. Values may not be static as one’s relations to one’s world are not static. As guides to behavior, values evolve and mature as experiences evolve and mature.”

According to Bhardwaj (2005), “values are fundamentally social in origin as well as in their manifestation. The more complex the society becomes, the greater is the need for operation of values. Thus values may be defined as those desirable ideals and goals which are intrinsic in themselves and which when achieved or attempted to be achieved, evoke a deep sense of fulfillment to one or many or all parts of what we consider to be the highest elements of our nature.”
Narayana (2002) opines that, “values allude to cleansing, disciplining and restraining people’s behavior and purge society from socio economic-political-cultural-religious, gender bias or evils”.

Bansal and Chahal (2003) states that, “A value is an emotional attitude, which motivates a person directly, or indirectly to act in the most desirable way preferred by the person. Values can be acquired through the personal experience of an individual.”

Ramachandra, Sreedhar and Reddy (2003) define, “Values as something that has price, something precious, dear or worthwhile hence, something one is ready to suffer and sacrifice for. In other words, values are a set of principles or standards of behavior.”

Godwin (2004) is of the opinion that, “Value lacks universal definition. In very simple words, a value is a yardstick of beliefs that influence and guide human behavior.”

According to Taneja (2008), “Life with values is always meaningful whereas life in the absence of value is of no use and is not good at all.”

Values impart significance to life and meaning to death. Without values, life becomes a series of meaningless events and death a shattering experience. The value are of paramount importance in the present juncture where there is erosion of essential values and increasing cynicism in society, resulting in confusion and turmoil in individuals' life in particular and societal set up in general. Values can be defined operationally to include norms of right conduct and good intellectual and moral habits. The teacher endowed with good values, contentment in life and balanced development of personality in addition to his teaching potential would be able to do justice to the growing needs, problems of the students as well as of society.

Values are part of inner life of human beings and are expressed through behavior. They occupy the central position on in accounting for differences in their life style. Values shape most of human activities and determine the intensity and continuity of a particular human behavior. In general, we can say
that values are the key choices that shape the type of life the man builds for himself, kind of person he becomes and these reflect his basic values (Coleman, 1971). Value is an intrinsic truth and essential norm for human existence. Value is a measure of all good things in life. But this meaning of value has been changing from time to time with the emergence of new concepts, but the fundamental approach is the same throughout. If this approach is changeable then everything will be relative and value will also be changeable.

1.3.1 Classification of value

Values are norms which hold and sustain life and society. They establish a symbolic and interdependent relationship between human kind and ecological system. Indeed, values may be described as a system of personality traits which are in harmony with the inner nature of an individual and which are in accordance with the values approved by the society. As the process of valuing is what we go through when we make judgment about things, events and people that we encounter in our-day-today life.

In the present study the classification of values is based directly upon Edward Spranger’s ‘Types of Men’ (1928). The value categories may briefly be described as below:

1) **Theoretical** - Characterized by a dominant interest in the discovery of truth and by an empirical, critical and rational intellectual approach.

2) **Economic** - Emphasizing useful land practical values, characterized by dominance in money matter.

3) **Aesthetic** - Placing the highest value on form and harmony, showing an interest in and enjoying fine arts and music etc.

4) **Social** - Love of service to people, consisting mainly of altruism and philanthropy.

5) **Political** - Primarily interested in personal power, influence and renown.

6) **Religious** - Faith in God and interest in activities and rituals concerned with one’s own religion.
Allport Vernon (1937) has made a remarkable contribution by categorizing the values to understand the human behavior. His categorization clearly helped in understanding that different individuals could have preference for different values depending on the past experience and lifestyle. His classification has helped us to see through and understand the values in far more superior way to have a proper understanding of the human behavior. If we use his classification to understand the employee behavior, then the same could be used to enhance the performance and the satisfaction level of the employees. A possible limitation to his classification of values is perhaps that it talks about the importance of each value to a human being in comparison to the other value rather than considering its importance individually.

The Allport-Vernon Study of Values (1937) categorizes values into six major types as follows:

- **Theoretical**: Interest in the discovery of truth through reasoning and systematic thinking.
- **Economic**: Interest in usefulness and practicality, including the accumulation of wealth.
- **Aesthetic**: Interest in beauty, form and artistic harmony.
- **Social**: Interest in people and human relationships.
- **Political**: Interest in gaining power and influencing other people.
- **Religious**: Interest in unity and understanding the cosmos as a whole.

People place different importance to the above value types. This is important from the point of view of understanding the behavior of people. People in different occupations have different value systems which has led organizations to improve the values-job fit in order to increase employee performance and satisfaction. Values are standards of choice, which lead to satisfaction, fulfillment and meaning. Values serve as authorities in the name of which choice are made and action is taken. Values are not specific things, beliefs, actions or value judgments. Valuing unifies knowing and doing and is integral to both. Values are never fully actualized except as they orient choice.
and shape conduct. Values exist precisely as the standards in, of and for action. The term value may be defined as the moral principles or accepted standards of a person or group.

Gellel (2010) provides a broader program than that involving the eight identified factors, or the pedagogical values. He argues for a more inclusive ‘teacher formation’ program to address the affective dimension of teaching. It is however consistent with that outlined by the author. The proposed program focuses on:

- **Nurturing**: an appreciation of the teacher’s self, including self-esteem, initiative and care for others.
- **Encouraging**: an understanding of the teacher’s role and relationships in society, particularly with the local community and parents.
- **Focusing**: on the valuing of people and a commitment to their betterment.
- **Fostering**: a respect for the uniqueness of individuals.
- **Promoting**: an awareness and responsibility for the teacher’s role in ‘touching’ the lives of students.
- **Creating**: a passion for knowledge and an appreciation that such knowledge is not neutral.
- **Attaching**: an increased importance to relationships.
- **Developing**: a respect for the autonomy of individual students.

The picture is dismal and distressing when we look the world scenario- a total crisis of values in every field and every walk of life. There is weakening and neglect of the ethical, moral and spiritual dimensions of man’s nature and his existence carries this crisis of value. In the midst of material prosperity, there is a sense of frustration and gloom. With the progress of materialistic society our stress is too much on “Standard of Living” instead of “Quality of life”. But quality of life is more important than standard of living. Quality of life stands on eternal values of man [TRUTH, BEAUTY AND GOODNESS]. In fact human behavior springs out from the quality of life.
Today in the world based on science and technology, the importance given to “good life” as an aim of education is decreasing fast, resulting in Value crisis, which in turn is affecting the character of rising generation. High technological advancement is shifting people’s attitude from “being human” to “becoming machines”, wherein human values and peace of mind are myths. The need of the hour is to strike a balance between the two worlds, the world of facts and world of values. "This is possible only through value oriented education, individuals being anxious to know meaning of their lives like to relate their spiritual selves with their professional lives" Kantrowitz (1994). The workplace environment keeps on changing, indicating its dynamic nature as well as unpredictability. Formation is a progressive transformation of consciousness which integrates all aspects of a person’s life. Today, there is greater recognition of the role of spirituality in promoting health and wholeness. The spirit at work becomes the guiding principles of wholeness, relationships, inner wisdom and inner authority. Kartz (2007) stated that a person with high Spiritual Intelligence (SQ) is also likely to be a leader – someone who is responsible for bringing higher vision and value to others, thus someone who can inspires others.

1.4 SPIRITUAL INTELLIGENCE

Over the last few decades, theories of multiple-intelligence have broadened our concept of intelligence beyond traditional, creative, practical social, existential and spiritual intelligences. Spiritual intelligence is term used to indicate a spiritual correlate to IQ (Intelligence Quotient) and EQ (Emotional Quotient). Like emotional quotient, spiritual quotient is becoming more mainstream in scientific inquiry and philosophical/psychological discussion. It refers to a suite or set of propensities comprising: perception, intuition, cognition, etc., related to spirituality and/or religiosity, especially spiritual capital. Spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhance their daily functioning and well-being. Spiritual intelligence combines the construct of spirituality and intelligence–into a new construct whereas
spirituality refers to the search for and the experience of elements of the sacred, meaning higher-consciousness and transcendence.

Spiritual Quotient refers to the skills, abilities and behavior required to find moral and ethical path to help us through life, which ensures commitment, connectedness and harmony with our inner-self, inter-personal relationships and with the cosmos. In short, Spiritual Quotient can be defined as soul's intelligence with which we make ourselves whole and succeed in search for meaning in life resulting in the context of a broadened vision, abundance and inner peace through a strong bond with the self, all animate and inanimate beings and the ultimate source of all life. Spiritual experiences may also contribute to it's development, depending on the context and means of integration. Spiritual maturity is expressed through wisdom and compassionate action in the world. Spiritual intelligence is necessary for discernment in making spiritual choices that contribute to psychological well-being and overall healthy spiritual development.

Danah Zohar coined the term "spiritual intelligence" and introduced the idea in her book Re-Wiring the Corporate Brain: Using the New Science to Rethink How We Structure and Lead Organizations in 1997. Later, together with Ian Marshall, she developed the concept, which was introduced in 1999 at The Masters Forum. In the year 2000, Danah Zohar and Ian Marshall published a book, spiritual quotient: ultimate intelligence. in 2004, the authors upgraded the concept with notion of "spiritual capital" and demonstrated the crucial link between spiritual quotient, spiritual capital, and sustainability. Spiritual intelligence is the intelligence with which we access our deepest meanings, purposes, and highest motivations.

The word "spiritual" in relation to the intelligence has no necessary connection with organized religion. A person may be high in spiritual quotient but have no religious faith or belief of any kind. Equally, a person may be very religious but low in spiritual quotient (SQ). The word spiritual in Zohar and Marshal concept comes from the Latin word ‘Spiritus’, which means, "that which gives life or vitality to a system".

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Zohar and Marshall (2000) who coined the term spiritual intelligence and developed the concept empirically defined it as the “intelligence with which we access our deepest meanings, purposes, and highest motivations. It is 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.”

According to Levin (2000), "Spiritual Intelligence is a call that we can hear between order and chaos, between knowing comfortably what we are about and being totally lost. Spiritual Quotient, our deep, intuitive sense of meaning and value, is our guide at the edge. Spiritual Quotient is our conscience.”

Koenig et. al. (2000) defines spirituality as, “the personal quest for understanding answers to ultimate questions about life…and about relationship to the sacred or transcendent”.

According to Sisk and Torrance (2001), "Spiritual intelligence is the ability to use a multi-sensory approach to problem solving and to learn to listen to your inner voice." Spiritual intelligence suggests wisdom and compassion, understanding and inner peace; love and freedom; depth and breadth of vision.

Wolman (2001) defines spiritual intelligence, “is the human capacity to ask ultimate questions about the meaning of life and to experience simultaneously the seamless connection between each of us and the world in which we live.”

Tischler, Biberman and Mckeage (2002) stated that spiritual intelligence refers to one’s personal experience interpersonally about God and something extraordinary or about something that is pure. Spiritual intelligence focus is a direct experience about something which differs from daily routines, materials, feelings as well as emotional reality.

Vaughn (2002) described, “Spiritual intelligence implied a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness.”
Mac Hovec (2002) contended that spiritual intelligence may be regarded as, “a personality attribute that differs in strength and the nature of expressing which among individuals, much like any other personality characteristic. Its uniqueness is stated to be characterized by its distinctive subjective experience, and a vast/broad transcendental quality that is demonstrated in a cognitive and effective manner and that is contributory to creation and self-expansion.

Nasel (2004) defines spiritual intelligence as, "the ability to draw on one's spiritual abilities and resources to better identify, find meaning in, and resolve existential, spiritual and practical issues – such resources and abilities, be it prayers, intuition, or transcendence, ought to be relevant to facilitating an individual's capacity for finding meaning in experience, for facilitating problem solving, and for enhancing an individuals’ capacity for adaptive decision making."

Wigglesworth (2004) defines spiritual intelligence as “the ability to act with wisdom and Compassion while maintaining inner and outer peace (equanimity), regardless of the circumstances.”

According to George (2006), “Spiritual intelligence assists in finding the deepest and most inner resource from an individual from which the capacity to care, the power to tolerate and adapt is obtained. It also aids in the development of a clear and stable sense of identity among individuals especially in the context of workplace relationships.”

King, David, B. (2007) who has undertaken a research on spiritual intelligence in Trent University (Canada) defines spiritual intelligence as a, “set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that: "...contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states."

Amram (2009), “spiritual intelligence is a kind of ability that causes self-consciousness, self-control, profound understanding of meaning of life, purposefulness, increase in peace, the ability to communicate effectively with others and mental health. Spiritual intelligence is the consequence of the
highest level of individual growth in the fields of cognition, meaning attainment, transcendental and moral communication.”

Reviewing the literature showed that, spiritual intelligence can be improved with training. As a sort of intelligence, spirituality extends the psychologist’s conception of spirituality and allows its association with rational cognitive processes like goal achievement and problem resolution. The spiritual intelligence provides a general basis for the individual to be able to consider his seeking for goals and meaning in life, and to move in the direction of the aims which are personally meaningful. It aids the individual in directing his/her concerns to the wider image and in focusing, consciously, his/her activities in a context that is wider.

### 1.4.1 Components of spiritual intelligence

Zohar and Marshall introduced twelve qualities of Spiritual Quotient. They derive these principles from the qualities that define complex adaptive systems. In biology, complex adaptive systems are living systems that create order out of chaos; they create order and information and defy the law of entropy. Those principles are:

- **Self-awareness**: Knowing what I believe in and value, and what deeply motivates me
- **Spontaneity**: Living in and being responsive to the moment
- **Being vision- and value-led**: Acting from principles and deep beliefs, and living accordingly
- **Holism**: Seeing larger patterns, relationships, and connections; having a sense of belonging
- **Compassion**: Having the quality of "feeling-with" and deep empathy
- **Celebration of diversity**: Valuing other people for their differences, not despite them
- **Field independence**: Standing against the crowd and having one's own convictions
- **Humility**: Having the sense of being a player in a larger drama, of one's true **place in the world**

- **Tendency to ask fundamental "Why?" questions**: Needing to understand things and get to the bottom of them

- **Ability to reframe**: Standing back from a situation or problem and seeing the bigger picture; seeing problems in a wider context

- **Positive use of adversity**: Learning and growing from mistakes, setbacks, and suffering

- **Sense of vocation**: Feeling called upon to serve, to give something back.

  Robert Emmons (2000) defines spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment." He originally proposed five components of spiritual intelligence:

1. **The capacity to transcend the physical and material**: This refers to mental action of thinking beyond what is seen. It involves a deep level of thinking.

2. **The ability to experience heightened states of consciousness**: This is essentially mindfulness. An area where conscious breathing can be of very high importance.

3. **The ability to sanctify everyday experience**: In simplifying, this refers to accept things as they are rather than as they ought to be. It makes one positive and constructive.

4. **The ability to utilize spiritual resources to solve problems**: Relying on your ‘built in wisdom’ or trusting the gut in approaching problems where there is no precedence is what it means.

5. **The capacity to be virtuous**: The reference here is to be ethical in demonstrating values in action. It seems the common thread that cuts across all above aspects is the connectivity.

The fifth capacity was later removed due to its focus on human behavior rather than ability, thereby not meeting previously established scientific criteria for intelligence.
Noble (2000; 2001) has identified spiritual intelligence as an innate human potential and agreed with Emmons' (2000) core abilities and added two other elements:

1. The conscious recognition that physical reality is embedded within a larger, multidimensional reality with which people interact, consciously or unconsciously on a moment to moment basis.
2. The conscious pursuit of psychological health, not only for themselves but also for the sake of the global community.

Wigglesworth (2002), “Spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation.” Wigglesworth proposed twenty one qualities in four quadrants that comprise the competencies of awareness and mastery in the realms of the subjective and the objective.

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<thead>
<tr>
<th>Higher Self/ego self Awareness</th>
<th>Universal awareness</th>
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<tbody>
<tr>
<td>1. Aware of own world view</td>
<td>1. Aware interconnectedness</td>
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<td>2. Aware of life purpose</td>
<td>2. Aware of other world views</td>
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<td>3. Aware of values hierarchy</td>
<td>3. Breadth of time perception</td>
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<td>5. Aware of ego and higher self</td>
<td>5. Aware of Spiritual laws</td>
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<td>6. Experience of oneness</td>
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<tr>
<th>Higher Self/ego self Mastery</th>
<th>Spiritual presence(social Mastery)</th>
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<tr>
<td>1. Commitment to Spirit,</td>
<td>1. Wise teacher of spirit</td>
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<td>Growth</td>
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<tr>
<td>2. Keeping spirit in charge</td>
<td>3. Compassionate/wise decisions</td>
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<tr>
<td>3. Living purpose and values</td>
<td>4. Calming healing presence</td>
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<tr>
<td>4. Sustaining faith</td>
<td>5. Align ebb and flow of life</td>
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<td>5. Seeking guidance</td>
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Spiritual intelligence is our access to and use of meaning, vision and value in the way that we think and the decisions that we make, the intelligence that makes us whole and gives us our integrity.

Amram and Dryer (2007) quote, “spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhances their daily functioning and well-being”. They have developed a construct of Spiritual Intelligence and it contains seven broad domains. They are; Consciousness, Grace, Meaning, Transcendence and Truth.

1. **Consciousness**: Growth of advanced awareness and self-knowledge that brings out innate trans-logical knowing, attentiveness and spiritual practices.

2. **Grace**: To live in accordance with the sacred with the manifestation of trust and love about life that is rooted from happiness, beauty and gratefulness.

3. **Meaning**: Encountering the importance of everyday endeavor through a sense of purpose and a need for service embracing the presence of pain and suffering.

4. **Transcendence**: Running away from self-worth into interrelated wholeness covering a holistic system’s standpoint and fostering the human relationships by understanding, sympathy and I-Thou orientation.

5. **Truth**: To live in open acceptance, forgiveness, interest and love for the creation in reverence of the wisdom of various spiritual practices.

6. **Peaceful Surrender**: Peacefully submitting to higher-self (God, Truth, Absolute, or true nature) that includes self-completeness, self-acceptance, calmness and humbleness.

7. **Inner-Directedness**: An innate free will in line with accountable and sensible actions involving judgment, truthfulness and freedom from attachments, conditioning and anxiousness.
Gardner (2001) discusses, nine intelligences, which are definitely expert systems in the brain, but they are not full blown as independent aspects of intelligence. They are mental skills that you can only use intelligently if your spiritual quotient harmonizes with your intelligent quotient and your emotional quotient. Spiritual quotient shifts our viewpoints from our individual self to the external identity of everything.

William Frank (2007) defined spiritual intelligence as choosing between the Ego and Spirit (Higher-Self). This definition is based upon the root words: spirit-us, meaning breath. Spirit is the breath of life. Intelligentsia means ‘to choose between’. There are three major aspects of spiritual intelligence. This capacity involves:

1. **Identifying with one's Higher Self or Spirit** rather than with the ego. That is, you are not your body, your problems, your past, your finances, your job, your gender, or your ethnicity. These are each roles you play. You are a spiritual being having a human experience.

2. **Understanding Universal Law-Cause and Effect.** Spiritual Intelligence means that you take responsibility for your life, your situation, and for yourself. You recognize that you are the creator of your life and that your thinking, your beliefs, and your assumptions create your world. This means no blaming!

3. **Non-attachment.** As a spiritual being you are unattached to outcomes, forms, or experiences. Your well-being comes from within you, by way of your spiritual identity.

King (2008) proposes four core abilities or capacities of spiritual intelligence:

1. **Critical Existential Thinking:** The capacity to critically contemplate the nature of existence, reality, the universe, space, time, and other existential/metaphysical issues; also the capacity to contemplate non-existential issues in relation to one's existence (i.e., from an existential perspective).
2. **Personal Meaning Production:** The ability to derive personal meaning and purpose from all physical and mental experiences, including the capacity to create and master a life purpose.

3. **Transcendental Awareness:** The capacity to identify transcendent dimensions/patterns of the self (i.e., a transpersonal or transcendent self), of others, and of the physical world (e.g., non-materialism) during normal states of consciousness, accompanied by the capacity to identify their relationship to one's self and to the physical.

4. **Conscious State Expansion:** The ability to enter and exit higher states of consciousness (e.g. pure consciousness, cosmic consciousness, unity and oneness) and other states trance at one's own discretion (as in deep contemplation, meditation, prayer, etc.).

   As reported in *Times of India* (2010), Spiritual intelligence increases with an individual’s capacity to understand others at a higher level. Spiritual understanding allows an individual to discern both the 'true cause' of behavior without judgment, and serve the 'true needs' of others until they themselves learn to meet their own needs. This capacity is developed by first learning to free oneself from attachment and neediness and being able to meet our own inner needs. Attachment and neediness are the opposite of being spiritually intelligent.

   Spiritual intelligence is a gentle reminder that it is intelligent to be spiritual. Spirituality involves not only faith, prayer and values but also obligations to and support from other. It is a love affair between God and humanity. Spiritual intelligence challenges superficial concepts of happiness and offers new and penetrating insights into the nature of human reality and the eternal quest for happiness. Our spiritual intelligence enables us to ask the bigger questions – the questions vital to innovation and creative leadership. Among the various dimensions of intelligence such as cognitive (Intelligent Quotient) and emotional (Emotional Quotient), spiritual intelligence (Spiritual Quotient) is considered to play a significant role in effective and integrated human functioning.
1.5 JUSTIFICATION OF THE STUDY

Excellent teacher preparation and superior teaching have been a continuous demand of the educational infrastructure. It has always been a matter of great concern for the educationists, researchers and teacher educators to produce effective teachers who can successfully achieve the goals of society and the nation. Impressed physical facilities, teaching technique etc. no doubt, supplement teachers’ efficiency, but these cannot be substituted for an effective teacher. Teachers are the role models what they imbibe get multiplied indirectly in the subsequent generations.

The new millennium has witnessed phenomenal explosion of knowledge and application of communication-cum-information technologies, accelerating the access to knowledge and skill. There is a growing concern of assuring quality at all levels of education in the present educational scenario. It is globally recognized that the greatness of any human society or of any nation or country does not depend upon lofty buildings and gigantic projects. Straight way, it depends upon teachers truly committed to their profession. Teaching is a profession which demands from its practitioners, exceptional qualities and capabilities and absolutely sincere devotion to human betterment.

During the last few decades, teacher effectiveness, commitment, values and spiritual intelligence of teachers have assumed a great importance in the realm of education throughout the world. Indeed, this has become in a very true sense, a global concern. International Conference of Education held in 1996 in Geneva, agreed that teachers morale has gone down everywhere, standards have dropped and commitment is slowly eroding away. It necessitated the need for further professionalization of teaching vocation, as well as for more commitment and responsibility on the part of the teacher.

If we have to implement the concept of education as a fundamental right of each child, we will have to enhance productivity of the education system, reduce repetition and failure rate, raise the quality of the education imported by us, ensure total development of the child’s personality and create a value based and learning society. If we are thinking to bring a radical, social change, then
raising the level of teacher’s effectiveness, commitment and values in our system is must. We need to adopt a variety of strategies to strengthen teachers' commitment and effectiveness. As suggested by Wright (2008), the skills, abilities and competencies coupled with the level of motivation, commitment and engagement act as drivers in terms of the employees’ actions. Commitment to a course of action helps in translating of positive attitudes, skills and values affectingly into action." “Teacher effectiveness is not automatically insured by professional competencies and practical skills only. The actual performance of trained teachers in the classroom or school in a consistent manner is equally dependent, if not more, on their commitment to perform well. It is this commitment component that plays true decisive role” Dave (1998). The more a teacher is committed, more he would acquire competencies and more he would tend to be performing teacher.

For achieving goals and objectives, the teachers need to be endowed with certain qualities, attitudes, values and beliefs. According to National Policy on Education (1986), “A value system must be inculcated through educational processes based on rational, a scientific and moral approach to life.” If the teacher’s behavior is value-oriented his power to influence the student increases tremendously towards right direction.

Spiritual Intelligence on the other hand, is one of those meeting points of the disciplines of spirituality and psychology that may help formation programs to bridge the gap between proclaimed ideals and concrete behavioral changes. Researches in this phenomenon revealed the fact that spiritual intelligence allows collective thought or wholeness in thinking. Consequently, those who employ this particular type of intelligence do not just focus on themselves as the basis for deciding on particular decisions. Instead, they would consider the effect that their actions have on other persons. This type of intelligence makes individuals aware of the fact that they are connected to other human beings. It also highlights the fact that there is a bigger picture at play (Sisk and Torrance, 2001). Spiritual intelligence helps teachers in identifying and aligning personal values with a clear
sense of purpose. This would certainly enable teachers to demonstrate a high level of integrity and to understand and influence the 'true cause' (George 2006).

Review of related literature shows that the researches have been carried out on various correlates of teacher effectiveness such as job satisfaction, burnout, self-concept, emotional intelligence, personality and work environment. It is noted that only few attempts had been made to explore the contribution of role commitment, values and spiritual intelligence to teacher effectiveness. “Teacher effectiveness is an area of research which is concerned with relationship between characteristic of teacher and teaching act and their effect on the educational outcomes of classroom teaching” (Flander and Simon (1969). Realizing the importance of role commitment, values and spiritual intelligence the investigator felt strongly and decided to probe the relationship of role commitment, values and spiritual intelligence with the teacher effectiveness. The findings of the study will equip the principals, planners and administrators as well as teachers with the valuable information related to teacher effectiveness. The information gathered with the help of present study will have theoretical as well as practical significance to improve teaching learning process. The present study would enable us to answer what are the different factors which are responsible for the teaching effectiveness of secondary school teachers? The results of research may be helpful in the process of training and screening of effective teachers.

1.6 STATEMENT OF THE RESEARCH PROBLEM

ROLE COMMITMENT, VALUES AND SPIRITUAL INTELLIGENCE AS CORRELATES OF TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS: AN EXPLORATORY STUDY

1.7 OPERATIONAL DEFINITIONS OF THE TERMS USED

Teacher Effectiveness: Teacher Effectiveness means the quality of those teachers who have effectively attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, and knowledge of subject matter, teacher characteristics and their interpersonal relations (Kulsum). In the present study,
teacher effectiveness means score obtained by a teacher on teacher effectiveness scale developed by Kulsum (2000).

**Role Commitment:** Role Commitment is the pledge or promise or obligation of teacher’s behavior pattern according to certain rules and norms, concerning mainly with pupil, own profession, school, society, parents and nation (Rathod and Varma). In the present study, role commitment means score obtained by a teacher on role commitment scale developed by Rathod and Varma (2009).

**Values:** Values may be regarded as importance ratings which people attach to things, conditions and circumstances. These are the goal objects to which people orient their thinking, actions and feelings. In the present study, teacher values mean scores obtained by a teacher on teacher values inventory developed by Singh and Ahluwalia (2010). The six values viz. theoretical values, economic values, aesthetic values, social values, political values and religious values are included in the present study.

**Spiritual Intelligence:** Spiritual Intelligence is a set of adaptive mental capacities which are based on non-material and transcendent aspects of reality, especially those which are related to the nature of one’s existence, personal meaning, transcendence and expanded state of consciousness. When applied, these processes are adaptive in their ability to facilitative unique means of problem-solving, abstract-reasoning and coping. (King, D.B.) In the present study, spiritual intelligence means score obtained by a teacher on spiritual intelligence self-report inventory developed by King (2008).

1.8 **OBJECTIVES OF THE STUDY**

The present study is carried out with the following objectives:

1. To study teacher effectiveness, role commitment, values and spiritual intelligence of secondary school teachers.

2. To study the relationship of teacher effectiveness with role commitment of secondary school teachers.

3. To study the relationship of teacher effectiveness with values of secondary school teachers.
4. To study the relationship of teacher effectiveness with spiritual intelligence of secondary school teachers.

5. To study the contribution of role commitment, values and spiritual intelligence to teacher effectiveness of secondary school teachers.

6. To study the difference between male and female secondary school teachers in terms of teacher effectiveness, role commitment, values and spiritual intelligence.

7. To study the difference between government and private secondary school teachers in terms of teacher effectiveness, role commitment, values and spiritual intelligence.

1.9 HYPOTHESES OF THE STUDY

In the absence of sufficient research studies in the area, researcher formulated only null hypotheses which are as under:

1. There exists no significant relationship between teacher effectiveness and role commitment of secondary school teachers.

2. There exists no significant relationship between teacher effectiveness and values of secondary school teachers.

3. There exists no significant relationship between teacher effectiveness and spiritual intelligence of secondary school teachers.

4. There exists no significant contribution of role commitment, values and spiritual intelligence to teacher effectiveness of secondary school teachers.

5. There exists no significant difference between mean teacher effectiveness scores of male and female secondary school teachers.

6. There exists no significant difference between mean role commitment scores of male and female secondary school teachers.

7. There exists no significant difference between mean value scores of male and female secondary school teachers.

8. There exists no significant difference between mean spiritual intelligence scores of male and female secondary school teachers.
9. There exists no significant difference between mean teacher effectiveness scores of government and private secondary school teacher.

10. There exists no significant difference between mean role commitment scores of government and private secondary school teachers.

11. There exists no significant difference between mean value scores of government and private secondary school teachers.

12. There exists no significant difference between mean spiritual intelligence scores of government and private secondary school teachers.

1.10 DELIMITATIONS OF THE STUDY

The research study has to be investigated within certain well-defined boundaries. The present study is confined to the following:

1. The present study is delimited to secondary school teachers of Punjab only.

2. The study is delimited to four variables viz. teacher effectiveness, role commitment, values and spiritual intelligence.

3. A restricted sample of six hundred secondary school teachers is taken up from forty secondary schools situated in urban areas of four divisions of Punjab.

4. The present study is confined to government and private secondary school teachers only.