

**RELATIONSHIP BETWEEN TEACHERS' EMOTIONAL, SOCIAL AND  
SPIRITUAL INTELLIGENCES AND THEIR CLASSROOM DISCIPLINE  
STRATEGIES IN SELECTED SECONDARY SCHOOLS IN SELANGOR,  
MALAYSIA**

**By**

**SOLEIMAN YAHYAZADEH JELOUDAR**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in  
Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

**January 2011**

Dedicated to my beloved wife Fatemeh

To my dearest daughter Masoumeh

To my cute son, Mobin

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

**RELATIONSHIP BETWEEN TEACHERS' EMOTIONAL, SOCIAL AND SPIRITUAL INTELLIGENCES AND THEIR CLASSROOM DISCIPLINE STRATEGIES IN SELECTED SECONDARY SCHOOLS IN SELANGOR, MALAYSIA**

By

**SOLEIMAN YAHYAZADEH JELOUDAR**

**January 2011**

**Chairman: Prof. Aida Suraya Bt. Md. Yunus, PhD**

**Faculty: Educational Studies**

The purpose of this study was to investigate the relationship between teachers' emotional, social and spiritual intelligences and their classroom discipline strategies in secondary schools. The classroom discipline strategies explored are punishment, discussion, recognition, aggression, involvement, and hinting. The study also investigated possible relationships between teachers' classroom discipline strategies as perceived by teachers and students. Thus, the descriptive correlational methodology was adopted for this study. Discipline problems are rampant throughout Malaysia and Selangor is no exception. Thus, choice of Selangor and a randomly chosen district in Selangor can describe discipline problems in a typical urban state. A total of 203 teachers and 2147 students in five areas in Selangor participated in this study. They were selected based on random sampling from 13 schools. Data were collected in a survey

and analyzed using both descriptive and inferential statistics. The teachers were required to answer questionnaires for measurements of their emotional, social and spiritual intelligences using the well established Emotional Competencies Inventory (ECI), Tromsø Social Intelligence Scale (TSIS), and Integrated Spiritual Intelligence Scale (ISIS) respectively. The teachers were also required to answer a questionnaire that reveals their perception of their classroom discipline strategies. The students had responded to another version of the questionnaire that showed their perception of the teachers' classroom discipline strategies. In this study, the independent variables are emotional, social and spiritual intelligences and the dependent variables are classroom discipline strategies. One another level, seven demographic variables; gender, age, religion, race, teaching experience, academic qualifications, and level taught are independent variables for the dependent variables; emotional, social and spiritual intelligences.

This research revealed that there was significant relationship between emotional, social and spiritual intelligences and demographic variables such as age, ethnicity, religion, and teaching experience but no significant relationship was established with gender and levels taught. In terms of relationship between the dependent and independent variables, the results indicated that there was a significant and positive relationship between emotional, social and spiritual intelligences and four strategies of classroom discipline (discussion, recognition or reward and hinting), but negative relationship was established toward aggression and punishment. Relationship between teachers' social and spiritual intelligence with punishment was significant but negative. In addition,

there was no significant relationship between teachers' emotional intelligence and punishment. This study proceeded with a multivariate analysis of variance (MANOVA). MANOVA has clearly indicated that teachers of different levels of emotional, social and spiritual intelligence significantly differ in their usage of both positive disciplinary strategies (discussion, recognition, hinting and involvement) and negative ones (punishment and aggression).

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**HUBUNGAN ANTARA KECERDASAN EMOSI, SOSIAL DAN SPIRITUAL  
GURU-GURU DENGAN STRATEGI DISIPLIN BILIK DARJAH MEREKA DI  
SEKOLAH MENENGAH TERPILIH DI SELANGOR, MALAYSIA**

Oleh

**SOLEIMAN YAHYAZADEH JELOUDAR**

**Januari 2011**

**Pengerusi: Prof. Dr. Aida Suraya Bt. Md Yunus. Ph.D**

**Fakulti: Pengajian Pendidikan**

Tujuan kajian ini ialah untuk mengetahui hubungan antara kecerdasan emosi, sosial dan spiritual guru sekolah menengah dengan strategi disiplin bilik darjah mereka. Strategi disiplin bilik darjah yang dikaji ialah hukuman, perbincangan, pengiktirafan, keagresifan, penglibatan dan mengisyaratkan. Kajian ini juga meneliti kemungkinan hubungan antara strategi disiplin bilik darjah dari pengamatan guru dan pelajar. Sehubungan itu, metodologi deskriptif korelasi telah digunakan untuk kajian ini. Masalah disiplin semakin menular di seluruh Malaysia dan negeri Selangor tidak terkecuali. Oleh yang demikian, pemilihan negeri Selangor beserta satu daerah di dalam Selangor yang dipilih secara rawak boleh menggambarkan masalah disiplin di satu

bandar yang tipikal. Seramai 203 guru dan 2,147 pelajar dari lima kawasan di Selangor terlibat dalam kajian ini. Mereka dipilih secara rawak daripada 13 buah sekolah. Data telah dikumpulkan melalui satu tinjauan dan dianalisis menggunakan statistik deskriptif dan inferensi. Guru diminta untuk menjawab soal selidik yang telah diiktiraf bagi pengukuran kecerdasan emosi, sosial dan spiritual masing-masing menggunakan Inventori Kompetensi Emosi (ECI), Skala Kecerdasan Sosial Tromsø (TSIS) dan Skala Kecerdasan Spiritual Bersepadu (ISIS). Guru juga diminta untuk menjawab soal selidik yang mengungkapkan persepsi mereka tentang strategi disiplin bilik darjah mereka. Para pelajar pula memberikan maklum balas terhadap soal selidik versi lain yang menunjukkan persepsi mereka terhadap strategi disiplin bilik darjah yang digunakan oleh guru. Dalam kajian ini pembolehubah bebas ialah kecerdasan emosi, kecerdasan sosial dan kecerdasan spiritual manakala pemboleh ubah bersandar ialah strategi disiplin bilik darjah. Pada aras yang lainpula, tujuh pembolehubah demografi; jantina, umur, agama, bangsa, pengalaman mengajar, kelayakan akademik dan tahap yang diajar adalah pembolehubah bebas bagi pembolehubah bersandar; kecerdasan emosi, sosial dan spiritual.

Kajian ini mendedahkan bahawa wujud hubungan yang signifikan antara kecerdasan emosi, sosial dan spiritual dengan pembolehubah demografi seperti umur, bangsa, agama dan pengalaman mengajar tetapi tiada hubungan yang signifikan dengan jantina dan tahap yang diajar. Dalam hal hubungan antara pembolehubah bersandar dan bebas, hasil kajian menunjukkan wujud hubungan positif yang signifikan antara kecerdasan emosi, sosial dan spiritual dengan empat strategi disiplin bilik darjah (perbincangan,

pengiktirafan atau penghargaan dan mengisyaratkan) tetapi hubungan negatif diperolehi dengan keagresifan dan hukuman. Hubungan antara kecerdasan sosial dan spiritual guru dengan hukuman adalah signifikan tetapi negatif. Selain itu, tidak ada hubungan yang signifikan antara kecerdasan emosi guru dan hukuman. Kajian ini diteruskan dengan analisis varian multivariat (MANOVA). MANOVA secara jelas menunjukkan bahawa guru dari pelbagai tahap kecerdasan emosi, sosial dan spiritual secara signifikan berbeza dalam penggunaan kedua-dua strategi disiplin yang positif (perbincangan, pengiktirafan, mengisyaratkan dan penglibatan) dan negatif (hukuman dan keagresifan).