

The Relationship of Religiosity Towards Students' Perceived Teacher Management Skills: Implications for Guidance and Counseling Practice

Mispani^{1*}, Aprezo Pardodi Maba²

^{1,2} Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung, Indonesia.

✉ mispani@iaimnumetrolampung.ac.id

ABSTRACT

The present study aimed to examine the relationship between religiosity and students' perceived teacher management skills, and to explore the implications of this relationship for guidance and counseling practice. A sample of 102 participants was collected from a specific population and cultural context, and religiosity and perceived teacher management skills were measured using adapted and validated scales. Results of a regression analysis showed that there is a weak but statistically significant relationship between religiosity and perceived teacher management skills, with religiosity explaining a small percentage of the variance in perceived teacher management skills. These findings suggest that religiosity may play a small role in shaping students' perceptions of their teachers' management skills, but it is not the only factor. Overall, the study suggests that guidance and counseling practice should consider other factors such as the teachers' personal characteristics, teaching methods and environmental factors when working with teachers. It would be beneficial to make an effective teaching for the teacher and learning for the students.

Keywords: *Teacher Management Skills, Students' Perceptions, Guidance and Counseling Practice.*

ARTICLE INFO

Article history:

Received

July 25, 2022

Revised

January 21, 2023

Accepted

March 01, 2023

How to cite

Mispani, M. & Maba, A. P. (2023). The Relationship of Religiosity Towards Students' Perceived Teacher Management Skills: Implications for Guidance and Counseling Practice. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 8(1).1-8.
<https://doi.org/10.25217/ji.v8i1.2587>

Journal Homepage

<https://journal.iaimnumetrolampung.ac.id/index.php/ji/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

The relationship between religiosity and teacher management skills has been widely studied in recent years. Research suggests that religiosity can have a positive impact on teacher management skills (Al-Husseini et al., 2020), as religious individuals may possess characteristics such as compassion, patience, and a strong sense of moral responsibility (Rye et al., 2000), which can lead to effective teaching practices. Research on the relationship between religiosity and teacher management skills has focused on various aspects of teaching practice, such as teacher self-efficacy and job satisfaction (Bigdeloo & Bozorgi, 2016), classroom management (Warner-Søderholm & Kriger, 2014), and commitment to students (Chomarindariyana et al., 2021). One of the main findings from this literature is that religious teachers tend to score higher on measures of teacher self-efficacy (Bigdeloo & Bozorgi, 2016), which is the belief in one's ability to effectively perform teaching tasks. A study found that religious teachers have a

significant differences in class management than non-religious teachers (Romi, 2004), and another study found that religiosity was positively correlated with self-efficacy (Bigdeloo & Bozorgi, 2016).

The positive impact of religiosity on teacher management skills has been explained in terms of the positive personal characteristics that religious individuals may possess, such as compassion, patience, and a strong sense of moral responsibility (Rye et al., 2000). These characteristics are thought to be beneficial for effective teaching practices, as they can help teachers to create a positive classroom environment and to effectively manage their students. It's important to note that these findings are not conclusive and some studies have shown inconsistent or no correlation between religiosity and teacher management skills (Romi, 2004). It's also important to consider that religiosity can be a complex construct and there are many different ways of measuring it (Aminnuddin & Hamid, 2021; Fatima et al., 2018; Garcia & Yap, 2021; Sultan et al., 2020). Therefore, more research is needed to fully understand the relationship between religiosity and teacher management skills.

In terms of the implications for guidance and counseling practice, research suggests that understanding the relationship between religiosity and teacher management skills can inform the development of teacher training programs, as well as interventions for teachers experiencing difficulties in the classroom. It may also provide useful information for school counselors and guidance counselors working with teachers, in order to help them address any challenges they may be facing in their teaching practice. Overall, the literature suggests that religiosity can have a positive impact on teacher management skills, but further research is needed to fully understand the relationship between the two variables.

The objective of this study is to examine the relationship between religiosity and students' perceived teacher management skills and to explore the implications of this relationship for guidance and counseling practice. We believe that this research will contribute to the literature, particularly in the field of management and counseling.

METHODS

This study utilizes a cross-sectional design, specifically, a survey research design. Total of 102 Muslims participant (45 males, 57 females; age $M = 16.93$, $SD = 1.77$) from several schools in Lampung, Indonesia conveniently involved in this study. Google form was used to collect the data. Participants were asked to accept the invitation before fill the self-report instruments and required to fill an informed consent before the data can used for analysis.

Three instruments were utilized in this study: demographic questions, perceived teacher management skills, and religiosity. Demographic questions included gender, age, and religion. Authors were used guidelines provided by Hernández et al. (2020) to adapt the English version of the instruments to Bahasa Indonesia. The perceived teacher management skills instrument consisted of 11 questions and was adapted from the School-Wide Climate Scale (Muñoz et al., 2018). Participants were asked to respond on a scale of 0 (never) to 4 (always). The sample of items include "*Guru-guru di sekolah akur antara satu dengan yang lain.*", "*Guru membantu kami memecahkan masalah.*", and "*Keluarga siswa dilibatkan dalam kegiatan sekolah.*" The Cronbach alpha of the scale in this study was .911. The religiosity instrument consisted of two questions (Aminnuddin & Abd. Hamid, 2021) pertaining to worship activities and the role of God in daily life. The first item answers were ranging from 1 (never) to 8 (several times a day). The

second question answers were ranging from 1 (not important at all) to 10 (very important).

Data were analyzed using descriptive statistics to examine the demographic characteristics of the sample and linear regression to examine the effect of religiosity on perceived teacher management skills. This analysis was conducted after the assumptions of normality of residuals and the absence of multicollinearity were met (Alin, 2010; Stevens, 2012).

RESULTS AND DISCUSSION

Results

The table 1 describes the characteristics of a sample of 102 participants. It provides information about the gender, age, religiosity, and perceived teacher management skills of the participants. The gender distribution shows that there are slightly more female participants than male participants. The mean age of the participants is 16.93 years old, which indicates that the majority of the participants are likely teenagers. The standard deviation of 1.77 suggests that the ages of the participants are relatively similar, but there is some variation. The age range of 14 to 25 years old suggests that there may be some young adults included in the sample as well.

The mean religiosity score of 17.31 suggests that the majority of the participants have a moderate level of religiosity. The standard deviation of 1.63 indicates that there is some variation in religiosity scores among the participants. The score range of 9 to 18 suggests that there may be some participants with relatively low or high religiosity scores in the sample.

The mean perceived teacher management skills score of 34.97 suggests that the majority of the participants perceive the teacher management skills as relatively high. The standard deviation of 3.11 indicates that there is some variation in perceived teacher management skills scores among the participants. The score range of 3 to 39 suggests that there may be some participants who perceive the teacher management skills as low or high in the sample.

Table 1. Demographical data of participants

Variable	N	M	SD	Min	Max
Gender					
Male	45				
Female	57				
Age	102	16.93	1.77	14	25
Religiosity	102	17.31	1.63	9	18
PTMS	102	34.97	3.11	3	39

Table 2. Results of regression analysis with Perceived teacher management skills as dependent variable

Variabel	B	Std. Error	Beta	t	Sig.
Religiosity	.602	.263	.223	2.285	.024
PTMS as DV	df	F	R2	Adj. R2	Sig
	1	5.221	.050	.040	.024

Note: PTMS = Perceived teacher management skills

These results of a regression analysis (Table 2) show that there is a statistically significant relationship between an independent variable and the dependent variable of perceived teacher management skills. The coefficient $B = .602$, which means that for a one-unit increase in the independent variable, the perceived teacher management skills score increases by .602 units on average. The standard error of the coefficient is .263, which is a measure of the precision of the estimate of B . The Beta or standardized coefficient is .223, which means that the relationship between the independent variable and the dependent variable is weak. The t -value of 2.285 and the significance level of .024 indicate that the relationship between the independent variable and the dependent variable is statistically significant, meaning that the results are unlikely to have occurred by chance.

The F -value of 5.221 and the R -squared value of .050 suggest that the independent variable explains 5% of the variance in the dependent variable. The adjusted R -squared value of .04 takes into account the number of independent variables in the model, and it indicates that the independent variable explains 4% of the variance in the dependent variable after accounting for the number of variables in the model. The significance level of .024 is used to test the overall significance of the model, it means that there is a 2.4% chance that the observed relationship is due to random chance.

In summary, these results show that there is a weak but statistically significant relationship between the independent variable and the dependent variable of perceived teacher management skills, with the independent variable explaining a small percentage of the variance in the dependent variable.

The objective of this study is to examine the relationship between religiosity and students' perceived teacher management skills and to explore the implications of this relationship for guidance and counseling practice. The results of this study indicate that there is a weak but statistically significant relationship between religiosity and perceived teacher management skills. This suggests that religiosity may play a small role in shaping students' perceptions of their teachers' management skills, but it is not the only factor.

One possible explanation for this finding is that religious individuals may possess certain personal characteristics, such as compassion, patience, and a strong sense of moral responsibility (Rye et al., 2000), that can contribute to effective teaching practices and positively influence students' perceptions of their teachers' management skills. However, it is also possible that other factors such as the teachers' personal characteristics (Collie et al., 2015; Cugmas, 2011), teaching methods (Babinčáková & Bernard, 2020; Iahad et al., 2013), and environmental factors (Marchand et al., 2014) may play a more important role in determining students' perceptions.

It is important to note that while the relationship between religiosity and perceived teacher management skills was found to be statistically significant, the independent variable (religiosity) only explained a small percentage of the variance in the dependent variable (perceived teacher management skills) (R -squared = .050). This suggests that other factors may be more important in determining students' perceptions of their teachers' management skills. Additionally, it's worth noting that the relationship between religiosity and perceived teacher management skills was weak, which means that religiosity is not a powerful predictor of perceived teacher management skills. This may be due to the fact that religiosity is a complex construct, and there are many different ways of measuring it (Aminnuddin & Hamid, 2021;

Fatima et al., 2018; Garcia & Yap, 2021; Sultan et al., 2020). Therefore, it's important to consider the limitations of the measurement used in this study.

Overall, the results of this study contribute to the existing literature on the relationship between religiosity and teacher management skills by providing a more detailed understanding of the relationship and its implications for guidance and counseling practice. However, further research is needed to fully understand the relationship between religiosity and teacher management skills, and to explore other factors that may contribute to students' perceptions of their teachers' management skills.

The relationship between religiosity and teacher management skills has implications for guidance and counseling practice in several ways. Firstly, understanding the relationship between religiosity and teacher management skills can inform the development of teacher training programs. For example, if research finds that religiosity is positively related to teacher self-efficacy and classroom management skills, teacher training programs can incorporate strategies that aim to enhance religious teachers' self-efficacy and classroom management skills.

Secondly, research on the relationship between religiosity and teacher management skills can inform interventions for teachers experiencing difficulties in the classroom. For example, if religiosity is found to be positively related to teacher self-efficacy, school counselors can use religious interventions to help teachers increase their self-efficacy and improve their classroom management skills.

Finally, understanding the relationship between religiosity and teacher management skills can provide useful information for school counselors working with teachers. For example, if a teacher is experiencing difficulties in the classroom, a school counselor can use information about the teacher's religiosity to inform their interventions. For example, if the teacher is religious, the counselor may suggest incorporating religious interventions to help the teacher overcome their difficulties.

It's important to note that these implications are based on the assumption that religiosity has a positive impact on teacher management skills. However, as previously mentioned, research on this topic is not conclusive, and more research is needed to fully understand the relationship between religiosity and teacher management skills and its implications for guidance and counseling practice.

The limitations of this study include (1) the sample size of this study might not be sufficient to generalize the results to a larger population, (2) religiosity is a complex construct, and there are many different ways of measuring it. The measurement used in this study may not fully capture the nuances of religiosity, (3) the cross-sectional design of this study does not allow for conclusions about causality or temporal precedence between religiosity and perceived teacher management skills, (4) the study was conducted with a specific population and cultural context, which may limit the generalizability of the findings to other populations or cultures, and (5) this study only looked at one aspect of the teacher management skills, it may be beneficial to explore other aspects of the teacher management skills in future studies.

Future directions for research include (1) replicating this study with a larger sample size to increase the generalizability of the findings, (2) using multiple measures of religiosity to gain a more comprehensive understanding of the relationship between religiosity and perceived teacher management skills, (3) conducting a longitudinal study to examine the temporal relationship between religiosity and perceived teacher management skills, (4) examining the relationship between religiosity and perceived

teacher management skills in different cultures and populations, (5) investigating the relationship between religiosity and other aspects of teacher management skills to gain a more comprehensive understanding of the relationship between religiosity and teacher management skills, and (6) using qualitative methods to gain a deeper understanding of the relationship between religiosity and perceived teacher management skills, by exploring the personal experiences and beliefs of religious teachers.

CONCLUSION

In conclusion, this study aimed to examine the relationship between religiosity and students' perceived teacher management skills, and to explore the implications of this relationship for guidance and counseling practice. The results of this study indicate that there is a weak but statistically significant relationship between religiosity and perceived teacher management skills, suggesting that religiosity may play a small role in shaping students' perceptions of their teachers' management skills, but it is not the only factor. Overall, the study suggests that guidance and counseling practice should consider other factors such as the teachers' personal characteristics, teaching methods and environmental factors when working with teachers.

REFERENCES

- Al-Husseini, K. A., Mirghafoorian, F., & Razian, S. (2020). Structural Model of Explaining Social Problem Solving Skills in Teachers Based on Organizational Culture and Religious Orientation: The Mediating Role of Intellectual Property. *International Journal of Multicultural and Multireligious Understanding*, 7(10), 192. <https://doi.org/10.18415/ijmmu.v7i10.2137>
- Alin, A. (2010). Multicollinearity. *Wiley Interdisciplinary Reviews: Computational Statistics*, 2(3), 370–374. <https://doi.org/10.1002/wics.84>
- Aminnuddin, N. A., & Hamid, H. S. A. (2021). Predictors of deviant behavior justification among muslims: Sociodemographic factors, subjective well-being, and perceived religiousness. *Islamic Guidance and Counseling Journal*, 4(2), 144–157. <https://doi.org/10.25217/igcj.v4i2.1814>
- Babinčáková, M., & Bernard, P. (2020). Online experimentation during covid-19 secondary school closures: Teaching methods and student perceptions. *Journal of Chemical Education*, 97(9), 3295–3300. <https://doi.org/10.1021/acs.jchemed.0c00748>
- Bigdeloo, M., & Bozorgi, Z. D. (2016). Relationship between the Religious Attitude, Self-Efficacy, and Life Satisfaction in High school Teachers of Mahshahr City. *International Education Studies*, 9(9), 58. <https://doi.org/10.5539/ies.v9n9p58>
- Chomarindariyana, C., Desembrianita, E., & Suyoto, S. (2021). The Influence of Work Motivation and Religiosity on Teacher Performance through Commitment as Mediation at SMP NU Gresik District. *Jmm17*, 8(01), 1–11. <https://doi.org/10.30996/jmm17.v8i01.4763>
- Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015). Teachers' Psychological Functioning in the Workplace: Exploring the Roles of Contextual Beliefs, Need Satisfaction, and Personal Characteristics. *Journal of Educational Psychology*, 108(6), 788–799. <https://doi.org/10.1037/edu0000088>

- Cugmas, Z. (2011). Relation between children's attachment to kindergarten teachers, personality characteristics and play activities. *Early Child Development and Care*, 181(9), 1271–1289. <https://doi.org/10.1080/03004430.2010.523993>
- Fatima, S., Sharif, S., & Khalid, I. (2018). How does religiosity enhance psychological well-being? Roles of self-efficacy and perceived social support. *Psychology of Religion and Spirituality*, 10(2), 119–127. <https://doi.org/10.1037/rel0000168>
- Garcia, L. L., & Yap, J. F. C. (2021). The role of religiosity in COVID-19 vaccine hesitancy. *Journal of Public Health (United Kingdom)*, 43(3), E529–E530. <https://doi.org/10.1093/pubmed/fdab192>
- Hernández, A., Hidalgo, M. D., Hambleton, R. K., & Gómez-Benito, J. (2020). International test commission guidelines for test adaptation: A criterion checklist. *Psicothema*, 32(3), 390–398. <https://doi.org/10.7334/psicothema2019.306>
- Iahad, N. A., Mirabolghasemi, M., Mustaffa, N. H., Latif, M. S. A., & Buntat, Y. (2013). Student Perception of Using Case Study as a Teaching Method. *Procedia - Social and Behavioral Sciences*, 93, 2200–2204. <https://doi.org/10.1016/j.sbspro.2013.10.187>
- Marchand, G. C., Nardi, N. M., Reynolds, D., & Pamoukov, S. (2014). The impact of the classroom built environment on student perceptions and learning. *Journal of Environmental Psychology*, 40, 187–197. <https://doi.org/10.1016/j.jenvp.2014.06.009>
- Muñoz, P. E., Casas, J. A., Del Rey, R., Ortega-Ruiz, R., Cerda, G., & Pérez, C. (2018). Validation and cross-cultural robustness of the School-wide Climate Scale (SCS) across Spanish and Chilean students. *Studies in Educational Evaluation*, 56, 182–188. <https://doi.org/10.1016/j.stueduc.2018.01.002>
- Romi, S. (2004). Disruptive behaviour in religious and secular high schools : Teachers ' and students ' attitudes. *Research in Education*, 71, 81–91.
- Rye, M. S., Pargament, K. I., Ali, M. A., Beck, G. L., Dorff, E. N., Hallisey, C., Narayanan, V., & Williams, J. G. (2000). Religious perspectives on forgiveness. *Forgiveness: Theory, Research, and Practice*, 17–40. <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc3&NEWS=N&AN=2000-07041-002>
- Stevens, J. P. (2012). Applied Multivariate Statistics for the Social Sciences. In *Applied Multivariate Statistics for the Social Sciences*. Routledge. <https://doi.org/10.4324/9780203843130>
- Sultan, S., Kanwal, F., & Hussain, I. (2020). Moderating Effects of Personality Traits in Relationship Between Religious Practices and Mental Health of University Students. *Journal of Religion and Health*, 59(5), 2458–2468. <https://doi.org/10.1007/s10943-019-00875-x>
- Warner-Søderholm, G., & Kriger, M. (2014). The Art of Dealing with Religious and Cultural Diversity in the Classroom. *International Journal of Business and Management*, 9(10). <https://doi.org/10.5539/ijbm.v9n10p149>

Copyright Holder :

© Mispani, M. & Maba, A. P. (2023)

First Publication Right :

© Jurnal Iqra' : Kajian Ilmu Pendidikan

This article is under:

