

Spiritual intelligence of secondary school teachers in relation to their demographic variables

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Abstract

The present study aims to find out the spiritual intelligence of secondary school teachers in relation to type of school, gender, locality and level of experience. The sample consists of 100 teachers from Mohindergarh District of Haryana. The Spiritual Intelligence Self Report Inventory (SISRI) developed by D.B. King (2008) was used for collecting data. Mean, S.D. and t-test were used for the analysis of the data. The result is found that the type of school, gender, locality and level of experience does not have any significant role in spiritual intelligence. Descriptive method was used for analysis of present study.

Keywords: spiritual intelligence, secondary school teachers, government - private, gender, locality, level of experience

Introduction

Teacher is the only one who is responsible for the future of the society. He should know about the primary concern of our lives. The primary motivation of our lives is the search of meaning. If this is not achieved we feel shallow or empty which causes a crisis of meaning. The extended researches in the field of psychology has shown the influence of spiritual forces on the human body and mind and clarify the importance of spiritual intelligence. Spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in different 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.

Spiritual intelligence

The term “spiritual intelligence” is made up of two words “spiritual” which mean something related to the spirit and “intelligence” which mean the ability to acquire and apply knowledge. So the term spiritual intelligence may be defined as the ability to acquire and apply the knowledge of spirit. The acquirement of knowledge of spirit involves the findings related to the existence and source of the spirits. The application of this knowledge is to know the ultimate aim of these spirits. In other words spiritual intelligence is related to the questions like:

- What we are?
- Who we are?
- Why we are here in this world?
- Where we come from?
- Where we need to go?

Spiritual intelligence is firstly about these questions and then after the answers of these. Spiritual intelligence is connected with the inner life of mind and spirit and their relationship to

being in the world. As I.Q, which computers have, and E.Q which exists in higher mammals, “S.Q” is uniquely exists in human and the most fundamental of the three (Zohar & Marshall 2001).

According to Vaughan (2002) ^[9] spiritual intelligence is the consequence of the highest level of individual growth in the fields of cognition, meaning attainment, transcendental and moral communication. According to Emmons, (1999) spiritual intelligence is the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment. He also suggested some characteristics of spiritual intelligence which are:

- The capacity to transcend the physical and material
- The ability to experience heightened states of consciousness
- The ability to sanctify everyday experiences
- The ability to utilize spiritual resources to solve problems
- The capacity to be virtuous

David B. King (2009) ^[5] 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.” He further proposes four core abilities or capacities of spiritual intelligence:

- **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).
- **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.
- **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.

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

Related literature review

Nair and Paul (2017) [7] conducted a study to find out the level of Spiritual Intelligence among higher secondary students. The findings revealed that there is no significant difference in the Spiritual Intelligence among higher secondary school boys and girls. Whereas a significant difference was found in Spiritual Intelligence with regards to locality and type of school.

Sethi (2015) [8] conducted a study on “Spiritual Intelligence as Related to Competence of Secondary School Teachers”. 100 secondary school teachers from Abohar and Dabwali cities were selected. The findings revealed that there is a significant relationship between Spiritual Intelligence and Competence of secondary school teachers, while there was no significant difference in Spiritual Intelligence and teaching Competency of secondary school teachers on the basis of gender, locality and type of school.

Kaur and Kumar (2013) [2] in a study on Role commitment, Values and Spiritual Intelligence as the correlates of Teaching Effectiveness of secondary school teachers: an exploratory study revealed that there exist a positive and significant relationship between Teacher Effectiveness and Spiritual Intelligence. A significant difference was found in Teacher Effectiveness and Spiritual Intelligence of Male and female secondary school teachers. The study also revealed that Teacher Effectiveness and Spiritual Intelligence remain same with respect to the type of school.

Kaur and Singh (2013) [2] conducted a study to examine the Spiritual Intelligence of the prospective engineers and teachers in relation to their gender, locality and family status and found that gender, locality and family status does not affect the level of Spiritual Intelligence.

Madlock and Kennedy (2010) [6] examined the relationship between teacher’s Spiritual Intelligence and Job Satisfaction and revealed that there exists a significant relationship between teachers' Spiritual Intelligence and their ways to conceptualize the concept of Job Satisfaction.

Hannan Ali Ahmed (2008) [1] conducted a study on Intelligence, Emotional Intelligence and Spiritual Intelligence as related to academic achievement of adolescents and found that there exist a positive relationship among Intelligence, Emotional Intelligence and Spiritual Intelligence of adolescent boys and girls.

Amram (2007) investigated seven dimensions of Spiritual Intelligence and found spiritual people were generally happy, cheerful, at peace most of the time, rarely depressed have excellent physical health and are satisfied and find meaning in their life. Spiritual Intelligence is related to spiritual resources such as Consciousness, Grace, Meaning, Transcendence and truth. Spiritual Intelligence connotes the ability to apply, exhibit and actualize spiritual resources, values and qualities to improve daily functioning and well-being.

Statement of the problem

Spiritual Intelligence of Secondary School Teachers in Relation to their Demographic Variables

Objectives of the study

- To find out the difference in spiritual intelligence of government and private secondary school teachers of Mohindergarh District.
- To find out the difference in spiritual intelligence among male and female secondary school teachers of Mohindergarh District.
- To find out the difference in spiritual intelligence of rural and urban secondary school teachers of Mohindergarh District.
- To find out the difference in spiritual intelligence of secondary school teachers with respect to their level of teaching experience (<10 and > 10) years of Mohindergarh District.

Hypotheses of the study

- There is no significant difference between spiritual intelligence of government and private secondary school teachers of Mohindergarh District.
- There is no significant difference between spiritual intelligence of male and female secondary school teachers of Mohindergarh District.
- There is no significant difference between spiritual intelligence of rural and urban secondary school teachers of Mohindergarh District.
- There is no significant difference in spiritual intelligence of secondary school teachers with respect to their level of teaching experience (<10 and > 10) years of Mohindergarh District.

Methodology

Method: In the present study descriptive survey method of investigation was used.

Sample: 100 secondary school teachers were selected in Mohindergarh District.

Tool: The Spiritual Intelligence Self Report Inventory (SISRI) developed by D.B. King (2008) [4] was used for the present study.

Statistical tools used: Mean, S.D. and t- test were used for the analysis of the data.

Analysis and interpretation of data

Hypotheses 1: There is no significant difference between spiritual intelligence of government and private secondary school teachers of Mohindergarh District

Table 1: Mean and S.D. values of government and private teachers and t- value for different type of schools

Type of school	N	Mean	S.D.	t- value	Significance
Government	50	46.9	10.93	0.27	Not Significant
Private	50	47.5	12.39		

t- value at 0.05 level of significance 2.009

It can be observed from the above table that spiritual intelligence of government and private teachers are found to have mean scores 46.9 and 47.5 with S.D. 10.93 and 12.39 respectively. The t- value 0.271 resulted from the t- test is lower than the table value at 0.05 level of significance which

is not significant. It means that there is no significant difference between spiritual intelligence of government and private secondary school teachers

Hypotheses 2: There is no significant difference between spiritual intelligence of male and female secondary school teachers of Mohindergarh District.

Table 2: Mean and S.D. values of male and female teachers and t-value for gender difference

Gender	N	Mean	S.D.	t- value	Significance
Male	50	45.72	11.52	0.69	Not Significant
Female	50	44.22	10.87		

t-value at 0.05 level of significance 2.009

It can be observed from the above table that spiritual intelligence of male and female teachers are found to have mean scores 45.72 and 44.22 with S.D. 11.52 and 10.87 respectively. The t- value is 0.69 resulted from the t- test is lower than the table value at 0.05 level of significance which is not significant. It means that there is no significant difference between spiritual intelligence of male and female secondary school teachers.

Table 4: Mean and S.D. values of low and high experienced teachers and t- value for the same

Level of Experience	N	Mean	S.D.	t- value	Significance
Less than 10 years	50	46.22	10.65	0.59	Not Significant
More than 10 years	50	45.06	11.97		

t-value at 0.05 level of significance 2.009

It can be observed from the above table that spiritual intelligence of low and high experienced teachers are found to have mean scores 46.22 and 45.06 with S.D. 10.65 and 11.97 respectively. The t- value is 0.59 resulted from the t- test is

Hypotheses 3: There is no significant difference between spiritual intelligence of rural and urban secondary school teachers of Mohindergarh District.

Table 3: Mean and S.D. values of rural and urban teachers and t-value for locality difference

Locality	N	Mean	S.D.	t- value	Significance
Rural	50	45.78	10.45	0.29	Not Significant
Urban	50	46.48	12.15		

t-value at 0.05 level of significance 2.009

It can be observed from the above table that spiritual intelligence of rural and urban teachers are found to have mean scores 45.78 and 46.48 with S.D. 10.45 and 12.15 respectively. The t- value is 0.29 resulted from the t- test is lower than the table value at 0.05 level of significance which is not significant. It means that there is no significant difference between spiritual intelligence of rural and urban secondary school teachers.

Hypotheses 4: There is no significant difference in spiritual intelligence of secondary school teachers of Mohindergarh District with respect their level of teaching experience.

lower than the table value at 0.05 level of significance which is not significant. It means that there is no significant difference between spiritual intelligence of less than 10 and more than 10 years experienced secondary school teachers.

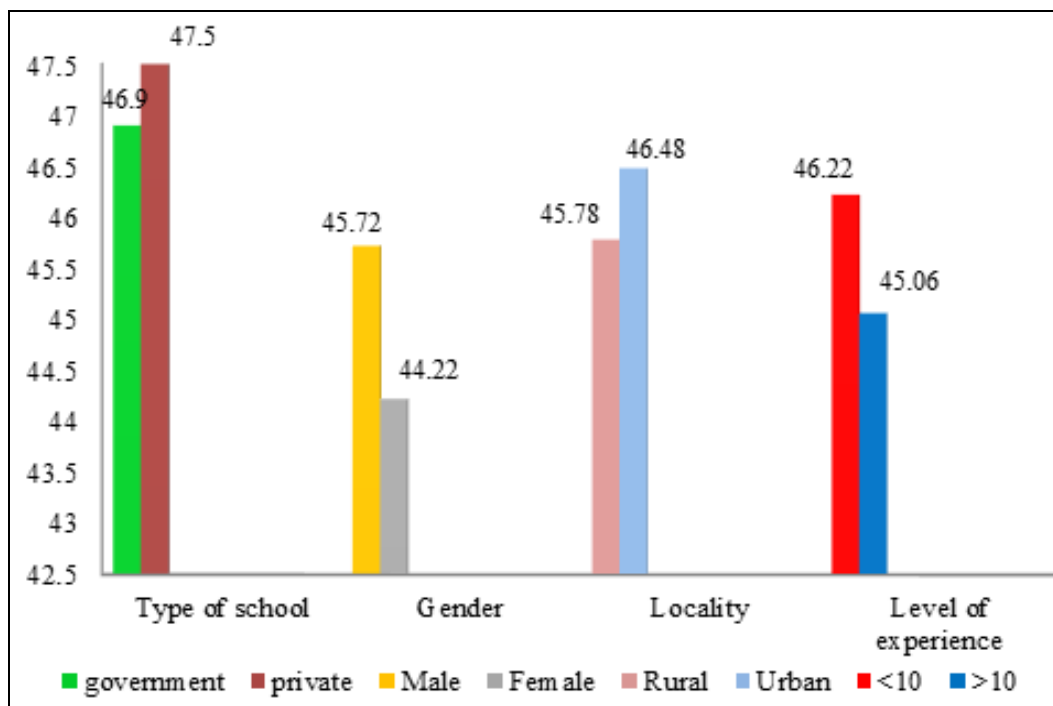


Fig 1: Mean scores of spiritual intelligence with different variables

Conclusion

- There is no significant difference between spiritual intelligence of government and private secondary school teachers which shows that type of school has no affect on spiritual intelligence.
- There is no significant difference between spiritual intelligence of male and female secondary school teachers which shows that gender has no affect on spiritual intelligence.
- There is no significant difference between spiritual intelligence of rural and urban secondary school teachers which shows that the spiritual intelligence did not differ with respect to locality.
- There is no significant difference in spiritual intelligence of secondary school teachers with respect to their level of teaching experience which shows that teaching experience did not affect spiritual intelligence.

Suggestions for further study

- The present study is just limited to a population of 100. The same can also be done with a larger population in Mohindergarh District.
- The present study shows the result for Mohindergarh District only. A comparative study with two or more districts can also be done.
- Similar study can be done with some other variables like stream, age, marital status etc.
- A similar study can also done for Haryana state.

Educational implications

Spiritual intelligence touches the “nerve” of the employees and can “makes” them to go beyond the normal actions in terms of effectiveness. According to Vaughan (2002) ^[9] “*Refining any form of intelligence requires training and discipline, and spiritual intelligence is no exception*”. So the school authorities and policy makers should take the responsibility together in developing spiritual intelligence at personal, group and organizational level and this can be done by organizing different spiritual intelligence training program to enhance spiritual intelligence of school teachers and to provide them with benefits in both the personal and interpersonal realms.

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