

Effect of Spiritual Intelligence on School Teachers: In reference to Prayagraj District

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Abstract: *The man of spirituality believes in the principle of 'Live and let live'. Spirituality leads to belief in peaceful coexistence for better and brighter tomorrow. The various studies in the field of psychology has proved the influence of spiritual forces on the human body and mind and emphasize the importance of spiritual intelligence. As computers have I.Q, and some human beings have E.Q. , "S.Q" uniquely exists in human and is the most fundamental of the three (Zohar & Marshall, 2000). Teachers are the dynamic force of the school. Hence the quality of any educational system depends to large measures on the quality, potential, competency, strength of character and virtues, of teachers. Teachers with high spiritual intelligence have an ability to see through their students, and to have a holistic approach (Rachel & Salini, 2013). A teacher who occupies an important place in the development of a child, should be spiritually balanced, possess high values and should be able to endure stress. Therefore this study aims to investigate the Spiritual Intelligence of secondary school teachers and to understand the interactive relationship among Spiritual Intelligence, Emotional Intelligence, Psychological wellbeing, happiness and teachers' efficacy .To this end a survey was done with a sample of 100 teachers in the secondary schools of Prayagraj district, India. The results were in conformity with the literature reviewed in this context. A significant relationship was found between Spiritual intelligence, Emotional Intelligence and Teacher effectiveness, Sethi (2015).*

Key words: *Spiritual Intelligence, Psychological Well-Being, Emotional Intelligence.*

1. INTRODUCTION:

Teachers are the dynamic force of the school. The future any country depends upon the quality of teachers. Teachers are social engineers that act as catalyst to socialize and humanize the young minds by their masculine and feminine qualities. Hence the academic standard and quality of any educational institution depends to large measures on the potential, quality, competency, strength of character and virtues, of teachers. People who really aspire to become educators in school should along with aptitude also possess a contagiously positive attitude, interest, healthy values, strong motivational power, adjustment qualities, patience etc, and these qualities are not optional but essential. It is said the person who prefers to become a teacher would be having better professional adjustment and his level of job satisfaction would be high, which will be reflected in his teaching. And if the teacher is doing a praiseworthy job then only all-round growth and development of the student and society is possible. Teacher is the only one who is responsible for the future of the society and should know about the primary concern of our lives. A teacher should be affluent in spiritual resources, values and qualities in different ways that enhance the moral fibre and well-being of the students. Thus the spiritual quotient of a teacher should be good. 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. Teachers with high spiritual intelligence reframe and perceive things in a wider context. They have a holistic approach towards the whole teaching process and engage students to think critically and creatively for themselves. Hence the present study is an attempt to understand the Spiritual Intelligence of Secondary School Teachers.

1.1. Spiritual Intelligence

King (2008) defined spiritual intelligence as "a set of adaptive mental capacities based on non-material and transcendent aspect of reality, specifically those that contribute to the awareness, integration, and adaptive application of the non-material 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." Spiritual intelligence is concerned with the inner life of spirit and mind and its relationship to being in the world. Spiritual intelligence implies a need for a deep understanding of existential questions and insight into multiple levels of consciousness.

In other words spiritual intelligence is related to the questions like:

- Who we are?

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

According to **Emmons, (1999)**, some characteristics of spiritual intelligence are:

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

1.2. SEVEN MAJOR THEMES OF SPIRITUAL INTELLIGENCE

- Consciousness:** Developed refined awareness and self-knowledge;
- Grace:** Living in alignment with the sacred manifesting love for and trust in life;
- Meaning:** Experiencing significance in daily activities through a sense of purpose and a call for service, including in the face of pain and suffering;
- Transcendence:** Going beyond the separate egoic self into an interconnected wholeness;
- Truth:** Living in open acceptance, curiosity, and love for all creation (all that is);
- Peaceful surrender to Self** (True, God, Absolute, true nature); and
- Inner-Directedness;** inner-freedom aligned in responsible wise action II.

- **Psychological Wellbeing**

Asmawati, Asmah and Zaini (2009) Defined psychological well-being as social and psychological needs or freedom that give personal growth. Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively. The concept of feeling good incorporates not only the positive emotions of happiness and contentment, but also such emotions as interest, engagement, confidence, and affection. The concept of functioning effectively (in a psychological sense) involves the development and realisation of one's potential, having some control over one's life, having a sense of purpose (e.g. working towards valued goals), and experiencing positive relationships. Psychological or subjective well-being is also referred as happiness and it is influenced by life events, personality characteristics **Diener, Oishi & Lucas, (2003)**

- **Emotional Intelligence**

Emotional Intelligence is the ability to understand your own emotions and those of people around you. The concept of emotional intelligence means you must have a self-awareness that enables you to recognize feelings and manage your emotions. Emotional Health is important for teachers, because a teacher with unstable emotional state of mind cannot motivate students.

2. REVIEW OF LITERATURE:

Studies have revealed that there is a significant relationship between Spiritual Intelligence and Competence of secondary school teachers **Sethi (2015)**. There is a significant co-relation in Teacher Effectiveness and Spiritual Intelligence of male and female secondary school teachers, they don't change with respect to the type of school **Kaur and Kumar (2013)**. Gender, locality and family status does not affect the level of Spiritual Intelligence **Kaur and Singh (2013)**. There is a significant relationship between teachers' Spiritual Intelligence and their ways to conceptualize the concept of Job Satisfaction **Madlock and Kennedy (2010)**. There exists a positive relationship among Intelligence, Emotional Intelligence and Spiritual Intelligence **Hannan Ali Ahmed (2008)**. The relation of social adjustment with emotional intelligence and spiritual intelligence is significant **Kazem Geram (2014)**. **Amirian & Masoud (2015)** in their study found that spiritual intelligence has significant predictive value towards general health and happiness. Studies have showed that there was significant relationship between teachers' spiritual intelligence and their job satisfaction. It was also revealed that there was significant difference found between teachers' spiritual intelligence and their academic levels **Fatemeh Lotfi-Goodarzi (2012)**. Another study by **Ahoei, Faramarzi and Hassanzadeh (2017)** that involved cancer patients, also found the relationship between spiritual intelligence and psychological well-being. These past studies concluded that the higher is spiritual intelligence, the more positive is psychological well-being. **Tiwari (2014)** studied Spiritual Intelligence and Mindfulness of 100 Secondary School Teachers in Relation to their Psychological well being. The findings of the study revealed a significant positive relationship between these variables. A significant difference was observed between spiritual intelligence and mindfulness of public school and government aided secondary school teachers. **Rani, Ghani and Ahmad (2013)** studied on the impact of spiritual intelligence in reducing job stress of three lecturers ranging 30-37 in ages and between 5-9 years in teaching experience. The results showed that

each lecturer experienced a deep meaningful feeling when practice their own way of spirituality that can overcome their stressful feeling at work.

3. OBJECTIVES OF THE STUDY :

- To investigate the spiritual intelligence of school teachers in Prayagraj district, India.
- To understand the interactive relationship among Spiritual intelligence, Emotional Intelligence, Psychological wellbeing and teachers' efficacy.

4. RESEARCH METHODOLOGY:

The investigator used the survey method to obtain the data. The major purpose of the study is to investigate Spiritual Intelligence of secondary teachers in Prayagraj. So the method adopted for the study will be a descriptive survey, which will be intended to measure the Spiritual Intelligence, Emotional Intelligence, Psychological wellbeing, happiness and Teacher effectiveness of the teachers. To find out the relationship between Spiritual intelligence and the aforementioned variables some rating scales were used.

4.1. SAMPLE:

The total sample consists of 100 high school teachers from Prayagraj region, including 11 males and 89 females. The investigator adopted the simple random sampling technique to obtain the data.

4.2. DATA ANALYSIS:

The research data was analyzed by SPSS 26.0 programme. The data was sorted on the basis of age, gender, religion and experience.

4.3. TOOLS USED

- Spiritual intelligence scale constructed by Roquiya Zainuddin and Ms Anjum Ahmed was used for the present study. There are 80 statements rated as Likert rating scale and judged on a 5-point scale. The tool consists of six dimensions, such as inner-self, inter-self, Biostoria, life perspectives, spiritual actualization, value orientation.
- **Emotional Intelligence Scale**
In this study, Emotional Intelligence Scale (EIS) (Developed and standardized by **Singh, 2004**) was used to measure the emotional intelligence variable. This questionnaire is in the Likert range (I strongly agree (score 5), I agree (grade 4), I disagree (score 2), I strongly disagree (score 1)). The questionnaire has 4 levels of general thinking and trust, the ability to deal with problems, ethical issues and self-awareness and work commitment and interest.
- **Scale of Psychological Well-Being**
The Scale of Psychological Well-being was created by **Carroll Ryff in 1989**. This scale covers 84 questions and six factors. To investigate the validity of the tool and measure its relationship with the personality traits and also the psychological well-being index, Riff used measures such as Bradburn's Scale of Psychologic Well-Being (also known as The Affect Balance Scale) and Rosenberg Self-Esteem Scale. This questionnaire is in the Likert range (I totally agree (score 5), I agree (grade 4), I have no idea (score 3), I disagree (score 2), I totally disagree (score 1).
- The purpose of the **Teacher Efficacy Scale** is to measure teachers' attitude towards working with students. There are two versions of the scale – the long form (**Gibson and Dembo, 1984**) and the short form (**Hoy, W.K. & Woolfolk, 1993**). These are designed to take a sample from four broad areas that are said to play important roles in teacher effectiveness: alignment, inclusivity, organization, and efficacy.

5. RESULTS :

- The scores pertaining to the three variables mentioned above are approximately normally distributed with regard to the sample teachers taken in to consideration in this investigation.
- Female teachers are higher in their Spiritual intelligence as compared to male teachers. Many studies have consistently indicated that females have greater spirituality than men (**Gallup & Bezilla, 1992 ; Roehlkepartain & Benson, 1993 ; Batson, Schonrade & Ventis,1993**)
- There is a significant relationship between Spiritual intelligence, Emotional Intelligence and Teacher effectiveness.
- Efficiency in teaching varies according to their Spiritual intelligence and hence there is a significant difference in the Teacher effectiveness of teachers corresponding to the different level of Spiritual intelligence.

- There is a significant relationship between Spiritual intelligence, Emotional Intelligence and Teacher effectiveness among teachers based on religion.
- As discussed earlier, the findings revealed that there exists a positive relationship among Spiritual Intelligence, Emotional Intelligence and Psychological well being. Previous studies have revealed a positive effect of spirituality on physical and psychological health (Matthews, Larson & Barry, 1994; Msltby, Lewis, & Day, 1999; Clark, Friedman & Martin, 1999) .
- Teachers with high spiritual intelligence were found to have higher Psychological well being and job satisfaction.

6. DISCUSSION:

Teachers are the builders and pillars of the future nation. A teacher occupies an important place in the development of a child. He should be spiritually balanced, possess high values and should be able to endure stress. The prospective teachers who work at various levels of education will have greater responsibility to modify the behaviour of students and societies.

Teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. This will embrace their holistic thinking and engages the whole person - teaching students to think critically and creatively for themselves. Through high spiritual intelligence the effectiveness of student teachers can be enhanced and that will enable them to teach with seeing larger patterns and relationships in their personal and professional life. Additionally, spirituality has more recently been identified as a predictor of subjective well-being, providing beneficial effects as a coping mechanism and as a source of fellowship and camaraderie. Spiritual Intelligence somewhere is responsible for the feeling of contentment which leads to psychological well-being which is similar to the feeling of happiness .Spiritual Intelligence also helps to overcome negative influences through spirituality .Many studies have proved the buffering effects of spirituality Kim & Seidlitz, (2002). Also studies have revealed a positive effect of spirituality on physical and psychological health (Matthews, Larson & Barry, 1994; Msltby, Lewis & Day, 1999; Clark, Friedman & Martin, 1999) .Spiritual Intelligence and Social Adjustment have also found to be highly correlated Nair Anandan and Paul Gigi (2017). This study suggests that the school authorities should take effective measures to provide adequate training for developing Spiritual Intelligence. Spiritual intelligence has been effective in maintaining and improving organizational commitment (Hamid Saremi, Morteza Rajab Pur Farkhani (2015) which also promotes teacher efficiency. Thus based on the findings of this study and literature reviewed Spiritual Intelligence has a positive relationship with Emotional Intelligence, Psychological well-being and efficiency of teacher. It can improve the quality of life, remove stress and promote subjective well-being. A spiritually intelligent teacher is an asset to the society, therefore, schools must promote the culture of spirituality.

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