

A STUDY ON SPIRITUAL INTELLIGENCE OF HIGH SCHOOL
TEACHERS IN PUDUCHERRY REGION, INDIA

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Abstract. The researcher made an attempt to study the spiritual intelligence of high school teachers in Puducherry, India. For this purpose, it was selected a sample of 122 high school teachers from this region, by using the simple random sampling technique. For measuring their spiritual intelligence, the tools constructed by Roquiya Zainuddin and Ms Anjum Ahmed were used. Mean, SD, 't' test, Anova, Post-hoc Tukey test and Pearson's product moment correlation statistical techniques were used for the analysis of data. This analysis indicated significant differences in spiritual intelligence in terms of age, gender, marital status and educational qualification, and not in the case of other sub-variables. Further good relationships were observed between the spiritual intelligence as a whole and its dimensions, which were found to be positive and significant at 0.01 level.

Keywords: spiritual intelligence, high school teachers, age, gender, marital status, educational qualification

INTRODUCTION

The ultimate goal of education is to shape the personality of the student. An "all-round personality" means that he/she must be physically fit, mentally balanced, socially adjusted, emotionally strong and spiritually uplifted. The World Health Organization (WHO) outlined health as "physical, social, mental and spiritual well-being". It reflects the fact that spiritual intelligence is closely related to education. The added values of spiritual intelligence are connectedness, compassion, honesty, responsibility, respect, unity and service.

Teachers are the builders and pillars of the future nation. Their intelligence, personality and character are very important for they are role models in the minds of the students. The mental set up of teachers plays a vital role in build a strong future, with optimistic and productive individuals. Spiritual intelligence seems to be the essential and key element to be nurtured in the minds of individuals, by the teachers. Humans seem to have a proper behaviour when their spiritual intelligence is high (Marsh All, 2000). Spiritual intelligence serves an important function of both intelligence quotient and emotion quotient. As Gardener suggested, it makes the individual know more about existence and intelligence. It is believed that, when spiritual intelligence is low, the individual has a problematic behaviour. Teachers, who are supposed to be the transformers of society, are expected to possess high spiritual intelligence so as to make their students breathe a life full of 'spirit'. Hence, the present study is conducted to find more details about these aspects.

THEORETICAL FRAMEWORK

Today's educational system became a factory where teachers, engineers and doctors don't have ethical, social, broad views, but rather are money minded. As a result, life became unidirectional and unstable. Man forgets himself and his place in this world. To understand questions such as "Who am I?" or "Why am I here?", self-awareness is very important. This self-awareness can be understood through spiritual intelligence by meditation and self-discipline. Our defective examination system failed to produce individuals with "all-round" personalities. Moreover, the educational system failed to develop life skills, which are quite important for the advancement of individuals. The overburdened curriculum, as well as the expectations of both parents and teachers, made children get stressed, a fact which leads to psychological problems. To enrich their sensitivity and social attachment, the teachers should become aware of their spiritual role.

REVIEW OF LITERATURE

Rachel George and Salini Viswam (2013) conducted a study on “spiritual intelligence and its correlation with teacher effectiveness and academic achievement”. The paper discusses the importance of spiritual intelligence and its influence in increasing the academic achievement and teaching efficiency of future elementary school teachers.

Indira Sharma (2013) conducted a study entitled “Emotional and Spiritual Intelligence as Predictors of Eco-Friendly Behaviour of Undergraduate”. The correlation research design was employed in this study. The random sampling technique was used to collect data. A sample of 300 first year graduates from three colleges of Agra city, consisting of 150 males and 150 females was selected. The result indicated that educational and spiritual intelligence are powerful predictors of the eco-friendly behaviour of undergraduate, and both variables accounted for 55% variance in their eco-friendly behaviour.

OPERATIONAL DEFINITION OF TERMS

Spiritual intelligence refers to the nature of school teachers with respect to the following dimensions: the inner-self, the inter-self, Biostoria, life perspectives, spiritual actualization and value orientation.

OBJECTIVES OF THE STUDY

To investigate the spiritual intelligence of school teachers in Puducherry region, India, namely:

1. to find out if there is any significant difference in terms of spiritual intelligence among school teachers in relation to their age, gender, marital status, locality, teaching experience and educational qualification;
2. to find out if there is any relationship between spiritual intelligence as a whole and its dimensions.

HYPOTHESES OF THE STUDY

1. There are significant differences in terms of spiritual intelligence among school teachers in relation to: (1.1) their ages; (1.2) genders; (1.3) their marital status; (1.4) locality; (1.5) teaching experiences; (1.6) educational qualifications.
2. There are significant relationships between spiritual intelligence as a whole and its dimensions.

METHOD

The investigator used the survey method to obtain the data.

SAMPLE

The total sample consists of 122 high school teachers from Puducherry region, including 24 males and 98 females. The investigator adopted the simple random sampling technic to obtain the data.

TOOL 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. A pilot study was conducted with a random sample of 50 high school teachers in order to establish the reliability and validity of the tool.

RELIABILITY AND VALIDITY OF THE TOOL

Reliability of spiritual intelligence scale was established by the test-retest method, and it was found to be 0.78. The validity of the tool was 0.77.

DATA ANALYSIS

Mean, SD, and ‘t’ test were computed to find out the significant difference between the means of different sub-groups in terms of

age, gender, marital status, locality, teaching experience and educational qualification.

Pearson product moment correlation, Anova and Post Hoc-Tukey Test where used for analysis of the data.

Table-1

The critical ratio for the differences regarding spiritual intelligence among high school teachers with respect to age, gender, marital status, locality and teaching experience.

Variables	Sub Variables		N	Mean	SD	df	t value	p value
Spiritual Intelligence	Age	Up to 35 years			00	120	2.047	.043*
		Above 35 years	52	330.69	149			
	Gender	Male			13	1120	1.884	.062*
		Female	98	327.16	24			
	Marital Status	Single			03	120	2.240	.027*
		Married	92	320.85	08			
	Locality	Urban			97	120	.554	.580
		Rural	72	325.83	87			
	Teaching experience	Up to 5 years			55	120	.025	.980
		Above 5 years	66	324.42	00			

**-. significant at 0.01 level, *- significant at 0.05 level

Table-2

One-way ANOVA showing the difference in spiritual intelligence among high school teachers with respect to “educational qualification”.

Variable	Educational Qualification	Sum of squares	df	Mean square	F value	P value
Spiritual Intelligence	Between Groups	8820.015	2	4410.007	4.565	0.012
	Within Groups	114958.477	119	966.038		
	total	123778.492	121			

By comparing “Mean Spiritual Intelligence” scores, significant differences regarding age, gender and marital status were observed. As calculated, ‘t’ value is significant, whereas not significant in the case

of others. Therefore, there is a significant difference regarding spiritual intelligence among them with respect to these references.

The calculated F value (4.565) is greater than the table value. Hence, the hypothesis is retained and concluded that there is a significant difference in the spiritual intelligence with respect to educational qualification.

Regarding the dimensions of spiritual intelligence that significantly differ, the follow up (post hoc) test was performed to see which groups differ within the subsamples.

Table 2(a)

Post hoc analysis of the dimensions of spiritual intelligence with respect to the demographic variable of educational qualification.

Variable	(I) Educational qualification	(J) Educational qualification	Mean difference (I-J)	Std. Error	p
Spiritual Intelligence	UG	PG	16.81754 [*]	6.44381	.027
		Research	17.30000	7.50681	.059
	PG	Research	.48246	8.10393	.998

The table shows a test for educational qualification and the variable whole spiritual intelligence (SI). There is a significant difference between UG and PG educated teachers. Mean values reveal that PG teachers scored higher than UG and research qualified teachers.

Table-3

The relationship between spiritual intelligence as a whole and its dimensions.

S. No.	Variables	N	r	Level of Significance at 0.01 level
1.	The Inner-self	122	.351**	S
2.	The Inter-self		.540**	S
3.	Biostoria		.291**	S
4.	Life Perspectives		.471**	S
5.	Spiritual Actualization		.479**	S
6.	Value Orientation		.600**	S

Table 3 reveals that the coefficient of correlation which exists between the spiritual intelligence as a whole and its dimensions is positive and significant at 0.01 levels in all dimensions. Thus, it should be concluded that there is a significant relationship between spiritual intelligence as a whole and its dimensions, with respect to high school teachers.

FINDINGS AND DISCUSSIONS

The present study was conducted to establish the effectiveness of high school teachers in relation to their spiritual intelligence. Its results have many implications for teachers, school managers, educators and other professionals in the field of education. The current state of affairs of the world is pitiable and confused, compared to the past. We become highly selfish and values are getting forgotten. Because of greediness and selfishness, everyone works for himself without considering his fellows.

Our study revealed the positive correlations between spiritual intelligence and its dimensions, which means that spiritual intelligence contributes to the development of teachers and, subsequently, to the improvement of adolescents' behaviour. These findings are predominantly significant for teachers and educational institutions for they indicate in which direction the scholar curricula should be headed. Therefore, it is important that the educational institutions design it in such a way that these specifications to be incorporated as to motivate students.

The teacher should act as a guide in the lives of students and direct the process of education towards development. The present study recommends that teachers need to carry out their new roles in the classroom of the future. Teachers' dedication towards school, society and their profession are highly expected for the intellectual development of the future generations.

Spiritual intelligence seems to be both a guiding principle in everydayness behaviours and in critical life situations. Therefore,

teachers must be encouraged to participate in various conferences, seminars and workshops that promote spiritual values. School authorities, teachers and education policymakers should take up the accountability in promoting spiritual intelligence. Various training programmes should be designed. Yoga, meditation training, counselling and relaxation can be arranged for developing their spiritual intelligence.

The findings based on the differential analysis shows that male and female teachers significantly differ in terms of spiritual intelligence. Since this seems to be a very important addition to teacher's effectiveness in the field of education, the younger generation and the general public need to be aware of the factors that influence it. Female teachers are found to be highly effective than males, so the school authorities and education policymakers should incorporate programmes like orientation and refresher for them during their service. Thus, they could improve their spiritual intelligence. "Any form of intelligence requires training and discipline, and spiritual intelligence is no exception" (Vaughan 2002). School administrators and education policymakers should come forward in promoting spiritual intelligence both at the individual and organizational level. To fulfil these criteria, various training programmes have to be developed. They should also be added to the present in-service training programme. Moreover, incorporating the development of spiritual intelligence skills into the young teachers' curriculum would help them know more about spiritual competencies before begin practising. Thus, the findings of the present study are predominantly significant for school teachers as they suggest to engage them in school activities and educational policies. Teachers are supposed to be the transformers of future generations. Paying no attention to their spiritual intelligence could be an unsafe way to proceed in education.

CONCLUSION

Age, gender, marital status and educational qualification influence

the spiritual intelligence of high school teachers. On the other hand, the remaining variables, i.e. locality and teaching experience do not influence it. A positive and high relationship was found between the dimensions of spiritual intelligence. Finally, value orientation seems to be the highest predictor regarding teachers' spiritual intelligence, while Biostoria is the smallest.

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