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A STUDY OF SPIRITUAL INTELLIGENCE OF TEACHERS IN RELATION TO THEIR CERTAIN BACKGROUND VARIABLES AT SECONDARY LEVEL

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ABSTRACT:

Over the most recent couple of decades, there has been a developing discussion and some exceptionally substantive changes on the idea of knowledge. Gone are the days when the official line on insight was that it was a quantifiable amount by methods for IQ tests. At that point the idea of passionate knowledge (EQ) was presented. Enthusiastic insight isn't gotten to like a reality or an answer, it is more a procedure of examining the manners by which an individual encounters

things working before and foreseeing the ways he may work in another circumstance later on. The most recent idea in knowledge is of profound insight i.e. Spiritual Intelligence (SQ). The present research work is an endeavor to investigate the different definitions, segments, markers and measurements of otherworldly insight that have been given by different analysts and educationists from the time the idea has imagined. The present study is an attempt to explore the Spiritual Intelligence of school Teachers which has been conducted on a randomly selected sample of 100 Teachers from Directorate of Education, Delhi.

KEYWORDS: Spirituality and Spiritual Intelligence.

INTRODUCTION:

Present world is full of unprecedented changes. Various changes in the field of Science, technological advancement, globalization, etc., are in charge of such phenomenal changes occurring in each part of our life. These quick changes are happening in the field of preparing too by excellence of flooding of data and information, blast of population and blast of wants in the form of desires. In the setting of such changes, the role and responsibilities of the present teacher has risen to the

incredibly essential, testing, and mentioning multifaceted endowments. Not all the teachers like to outdated occasions with fundamental living and high considering, restraint from comfort and satisfaction, and severe control, the instructors of present day times need to perform differing and complex commitments in schools knowingly in their very own way and master progress as well. For rehearsing such commitments, the present educators or teachers should be astoundingly capable and gifted. This requires the need of superb, high competency, and updated instructors, to meet the present day essential demands and

understandings. The instructor's capacity needs to be build up his master capacities, learning and abilities in the midst for his entire life.

On the other hand knowledge is comprehended as the capacity to take in or comprehend as a matter of fact or to react effectively to new encounters, the capacity to procure and hold information. Its ownership suggests the utilization of reason or mind in tackling issues and coordinating behavior. Expectedly, the estimation of insight was finished with the knowledge tests that give the outcomes in the type of IQ or IQ. Without capable educators, even the best instructive

program and as well as system of Education couldn't be expected give the required outcome. Thus leading to, intensifying the wellness levels of educators should be the genuine goal of instructor guidance. This calls for outfitting and supporting expertly obliged plan of capacities and state of psyche in the educators, other than competency in the subject substance. It is critical to occasionally upgrade the substance information and performing aptitudes of the instructor in the best enthusiasm of the instructive procedure.

SPIRITUAL INTELLIGENCE:

Emotional intelligence, measured in the terms of EQ or emotional quotient was popularized by Goleman who wrote a book on the same. Emotional intelligence refers to the interpersonal and intrapersonal abilities of an individual which help him to understand the relationships and the world better and furthermore, act wisely in human relations. The intelligence of latest invent is the spiritual intelligence, measures as SQ or spiritual quotient. Since spiritual abilities underlie aspects of spirituality, it would be appropriate to start off with the definition of spiritualism (spirituality) and then come to the definitions of spiritual intelligence. The word 'spirit' is derived from the Latin word 'spiritus', which means 'breath' or 'soul'. Prior to the emergence of spirituality within psychological literature, the words religion, religiosity and/or religiousness were more commonly used to describe all spiritual aspects of the human psyche (James, 1902/2002). In the words of King (2008), spirituality is best defined as an unbound set of personal drives, behaviors, experiences, values, and attitudes which are based on a quest for existential understanding, meaning, purpose, and transcendence. In addition, this personal quest typically involves the apprehension of a spiritual depth or nonmaterial dimension to reality.

According to Vaughan (2002), "Spiritual intelligence is the capacity to recognize multiple levels of consciousness; the awareness of spirit as the ground of being; and the awareness of one's relationship to the transcendent, to all people, and to the earth." She believes that spiritual intelligence exists as a potential in all people and can be cultivated by a variety of practices or training. She also emphasizes the relationship between spiritual intelligence and adaptation to stressful events.

Steps to become Spiritually Intelligent:

As mentioned by Bhullar, A (2015) that Howell (2004) mentioned seven steps to acquire the spiritually intelligent self for the practical pursuit of purpose, success and happiness. They include:

- ❖ **Awareness:** A person becomes aware that he is lost, that he does not understand the purpose of his life that this internal, "not knowing" sense is in fact the real sense of self confined by the lack of any intelligence to escape.
- ❖ **Meaning:** A person explores the bigger picture, to make keys that might open the space he is confined in.
- ❖ **Evaluation:** A person tries the keys, fit them in the lock and turn.
- ❖ **Being centered:** A person opens the door inward and enables what is on the other side to access.
- ❖ **Vision:** A person allows the light from the new, "Bigger picture" to flood in so that he can see.
- ❖ **Projection:** A person projects his new level of self into the new territory he can see ahead.
- ❖ **Mission:** A person acts within the new territory and is now aware and conscious of what he is doing within a greater territory.

SIGNIFICANCE OF THE STUDY:

Human intelligence is full of complexity and IQ or EQ, alone or in combination is inadequate to explain the vast richness of the very essence and imagination of the human psyche and intelligence. Spiritual intelligence actually performs quite well according to the traditional criteria for intelligence. It represents a set of mental abilities, as opposed to behaviors and/or experiences. Spiritual intelligence is the blend of cognition with morality and nonmaterial aspects of reality. Spiritual intelligence is the intelligence of the soul which helps to analyze the cause of a person's Existence and to attain heightened states of consciousness. The importance of Spiritual Intelligence can't be denied for a teachers.

Therefore, the present study is an attempt to explore the Level of Spiritual Intelligence of school teachers in relation to their certain background variables.

Title of the Study: The present study has been entitled as: **A Study of Spiritual Intelligence of Teachers in Relation to their Certain Background Variables at Secondary Level.**

Operational Definitions of the Terms:

- ❖ **Background Variables:** For the present study the background variables means the Gender, Post, Stream of teaching, Qualifications and Experience of school Teachers.
- ❖ **Spiritual Intelligence:** According to Zohar (1997), Spiritual intelligence may be defined as the intelligence that makes us whole, that gives us our integrity. It is the soul's intelligence, the intelligence of the deep self. It is the intelligence with which we ask fundamental questions and with which we reframe our answers."

RESEARCH QUESTIONS:

The following research questions have been formulated by the researcher to which the present study is an attempt to answer:

- ❖ What is the level of Spiritual Intelligence of school teachers?
- ❖ In what manner the Level of Spiritual Intelligence of school teachers is associated with their Background Variables?

OBJECTIVES OF THE STUDY:

The following objectives have been formulated during the course of the study.

- ❖ To find out the existing overall Level of Spiritual Intelligence of School Teachers in relation to their back ground variables.
- ❖ To study and compare the level of Spiritual Intelligence of school Teachers in relation to their Stream of teaching.
- ❖ To study and compare the level of Spiritual Intelligence of school Teachers in relation to their Post.
- ❖ To study and compare the level of Spiritual Intelligence of school Teachers in relation to their gender.
- ❖ To study and compare the level of Spiritual Intelligence of school Teachers in relation to their qualifications.
- ❖ To study and compare the level of Spiritual Intelligence of school Teachers in relation to their experience.

HYPOTHESES OF THE STUDY:

The following hypotheses have been formulated and tested during the course of the study using suitable statistical techniques.

- ❖ There is no significant difference between the levels of Spiritual Intelligence of school Teachers in relation to their Stream of Teaching.
- ❖ There is no significant difference between the levels of Spiritual Intelligence of school Teachers in relation to their Post.
- ❖ There is no significant difference between the levels of Spiritual Intelligence of school Teachers in relation to their Gender.
- ❖ There is no significant difference between the levels of Spiritual Intelligence of school Teachers in relation to their Experience.
- ❖ There is no significant difference between the levels of Spiritual Intelligence of school Teachers in relation to their Qualifications.

METHODOLOGY USED:

The present study is a descriptive survey kind of research. The other important characteristics of the present study have been described as under.

- ❖ **Population and Sample:** All the Secondary School teachers working in the schools of Directorate of Education, Delhi comprised of the population for the study. Out of this population a sample of 100 school Teachers was selected randomly from ten schools of Zone I and Zone II of Directorate of Education, Delhi.
- ❖ **Tools Used:** The study used **Spiritual Intelligence Scale** developed by the researcher himself.
- ❖ **Statistical Techniques Used:** The statistical techniques like Mean, S.D. and T-test and was used for the analysis of Data.

FINDINGS FROM THE STUDY:

After a careful analysis of Data the following findings can be described as under:

- ❖ **Description of Spiritual Intelligence:** The mean level of Spiritual Intelligence of 100 school Teachers has been found to be **231** with a S.D. of **69.25**. It was found that most of the teachers were found having Average Level of Spiritual Intelligence.

Table A: Interpretation of Level of Spiritual Intelligence of school Teachers

S. No.	Level of Teachers' Spiritual Intelligence	No. of Teachers	%age of Teachers
1.	Excellent	9	9
2.	High	17	17
3.	Moderate	48	48
4.	Low	16	16
5.	Pathetic	10	10
Total		100	100%

❖ **Description of Spiritual Intelligence in terms of Background Variables of School Teachers:**

There were four groups formed on the basis of the background variables of the study. The significance of difference between the means of these group was tested using t-test. After applying t-test the results so obtained have been summarized in the forthcoming Table-B. The table clearly indicates that except the post of the teachers, in terms of all other variables involved in the study there is a significant difference among various group means.

Table B: Significance of Difference between Means of Various Groups

Group (s)	N	Mean	S.D.	t-value	df	Sig.
Male	50	211	68.40	6.24	98	0.00**
Female	50	241	69.30			
TGT	50	232	69.23	1.56	98	0.06
PGT	50	230	68.24			
Highly Qualified	20	245	70.40	6.13	98	0.00**
Just Qualified	80	204	69.35			

Science	30	208	73.20	3.81	98	0.00**
Commerce	30	231	66.94			
Science	30	208	73.20	6.12	98	0.00**
Humanities	40	246	68.02			
Commerce	30	231	66.94	2.46	98	0.02*
Humanities	40	246	68.02			
Highly Experienced	50	241	71.25	2.79	98	0.00**
Low-Experienced	50	211	98.23			

*Significant at 0.05 level; **Significant at 0.01 level.

- ❖ The other null hypotheses have been tested using t-test and ANOVA the results so obtained can be described as under:

S. No.	Statement of Hypotheses	Results
1.	There is no significant difference between the levels of Spiritual Intelligence of school Teachers in terms to their Stream of Teaching.	Significant at 0.01 level
2.	There is no significant difference between the levels of Spiritual Intelligence of school Teachers in terms to their post i.e. TGT vs. PGT.	Not Significant at any Level
3.	There is no significant difference between the levels of Spiritual Intelligence of school Teachers in terms of their Gender.	Significant at 0.05 level
4.	There is no significant difference between the levels of Spiritual Intelligence of school Teachers in terms of their Experience.	Significant at 0.01 level
5.	There is no significant difference between the levels of Spiritual Intelligence of school Teachers in terms of their Qualifications.	Significant at 0.01 level

CONCLUSION:

On the basis of the results obtained from the study it has been found that there is a significant difference between the level of spiritual intelligence of school Teachers in terms of their Gender, Qualifications, Experience and stream of teaching. It is recommended that in order to increase the spiritual intelligence of school teachers, school management can also organize In-Service programme like leading to enhanced spirituality, value based ethical programs, moral based guest lectures and workshops, and different spiritual talks. In this way a better spiritual health of school teachers can be ensured which certainly lead to the increased students' achievement.

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