

Spiritual Intelligence among Teachers

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ABSTRACT:

Spiritual Intelligence is the root factor for teacher effectiveness, as it touches the fundamental aspects which act as the fuel for the discovery of everything in the exterior. Whatever we see outside – be it pleasant or unpleasant is the manifestation of the existing inner condition [1].

Aim -The study's aim was to assess the spiritual intelligence among teachers of academic colleges of Punjab.

Methods -A quantitative non-experimental descriptive research design and approach was used in which 130 teachers were selected by non-probability purposive sampling technique from various academic colleges in Punjab. Data were collected by using the self-administer method using the Standardized tool of SISRI on spiritual intelligence.

Results -87 teachers (66.90%) had a moderate level of spiritual intelligence followed by 34 teachers (26.20%) having a high level of spiritual intelligence. Only 9 teachers (6.90%) were having a low level of spiritual intelligence. The transcendental Awareness (SSA) domain was more dominant among teachers.

Conclusion –The majority of the teaching faculty had a moderate level of Spiritual Intelligence.

Keywords: Spiritual Intelligence, Teaching Faculty, Academic Colleges

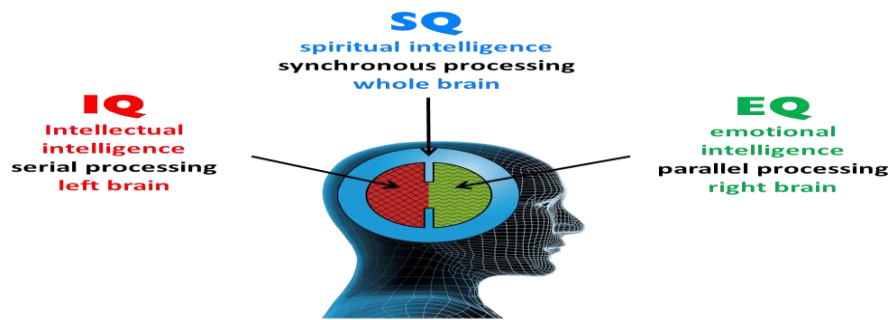
INTRODUCTION

The only person who is accountable for society's future is the teacher. He ought to be aware of what is most important in our lives. The pursuit of significance drives most of our actions. If this is not accomplished, we experience a crisis of meaning because we feel unfulfilled or shallow. The collection of skills known as spiritual intelligence is what people utilize to apply, and embody spiritual resources, values, and traits in various ways that improve their daily functioning and well-being [2].

The term "spiritual quotient" refers to the knowledge, skills, and conduct necessary to discover a moral and ethical route to guide us through life and ensure commitment, connection, and harmony with our inner selves, interpersonal connections, and the cosmos. Knowing these spirits' ultimate goal is one application of this information. In other words, spiritual intelligence has anything to do with inquiries like:

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

These are the initial questions that make up spiritual intelligence, and the answers to these questions come afterward. The inner life of the mind and spirit, as well as how they relate to existing in the world, are both related to spiritual intelligence. As opposed to I.Q., which computers possess, and E.Q., which exists in higher mammals, "S.Q." is found only in people and is the most fundamental of the three (Zohar & Marshall 2001) [3]. The discovery of a God spot or God quotient (GQ) in the human brain has been used to support the neuropsychological and scientific evidence for SQ [4].



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

- Critical Existential Thinking:
- Personal Meaning Production
- Transcendental Awareness
- Conscious State Expansion

NEED OF THE STUDY-

The ability to be spiritually intelligent is a must for teachers in the current modernization preview. High spiritual intelligence is a must for instructors since it will serve as their best source of guidance as they carry out their roles as mentors with the utmost respect and decency [6].

It is important to make teachers spiritually intelligent as they can then enlighten and guide future educational reforms and policies in relation to both contents and methods for the holistic development of the individuals. Spiritual intelligence gives teachers the capacity to construct meaning based on in-depth comprehension and an optimistic outlook to address issues.

Very few studies have been conducted on spiritual intelligence in India and its contribution to the field of education and teaching. In this study, an effort has been made to recognize, comprehend, find out, analyze, and critically examine the dominant area among teachers of academic colleges by using the SISRI research tool in Indian society. Hence, the researcher has decided to conduct this study.

REVIEW OF LITERATURE

Nair and Paul (2017) 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 Spiritual Intelligence among higher secondary school boys and girls. Whereas a significant difference was found in Spiritual Intelligence with regard to locality and type of school [7].

Sethi (2015) 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 the

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 [8].

PROBLEM STATEMENT-

A Descriptive Study to assess the Spiritual Intelligence among Teachers of Selected Academic Colleges, Punjab.

OBJECTIVES-

1. To assess the level of spiritual intelligence among teachers.
2. To assess the domains of spiritual intelligence among teachers.
3. To find out the association between the spiritual intelligence of teachers and their socio-demographic variables.

ASSUMPTIONS-

- Majority of teachers will have good spiritual intelligence.
- Females will have good Spiritual intelligence than men.

RESEARCH METHODS AND MATERIALS

Research Approach - Quantitative Research Approach

Research Design -Non-Experimental Descriptive Research Design.

Research Setting –Institutes having academic degree programs in arts, science, commerce and education.

Target Population –Teaching faculty working in academic institutes of Punjab.

Sample, Sampling Technique, and Size

Sample & Size- 130 teachers of academic colleges of Punjab.

Sampling Technique - Non-probability purposive sampling technique

Inclusion Criteria

The faculty who was

- Willing to participate in the study
- Both male and female teachers

Exclusion Criteria

- The teachers who were not willing to participate
- Administrative post faculty were excluded.

Research Variables: -Spiritual Intelligence

Selection and Development of Tool (S)

On the basis of study objectives, the tool was selected and developed after an intensive review of the literature from relevant studies and discussion with experts.

The tool(s) of data collection consisted of the following sections: -

Section I: Selected Socio-Demographic Variables included Age, Gender, Religion, Marital Status, Qualification, Post, Employment, Previous Schooling, Faith in God, Prayer in routine, and Attended Any Conference/Workshop/Seminar.

Section II: Standardized tool; Spiritual Intelligence Self Report Inventory (SISRI) developed by D.B. King (2008) to assess spiritual intelligence among teachers. The tool was having 24 items and 4

domains. There were 5 options in the scale (0 – Not at all true of me | 1 – Not very true of me | 2 – Somewhat true of me | 3 – Very true of me | 4 – Completely true of me).

Content Validity of The Tool (S)-

The validity of the tool (s) was determined by the opinion of experts/academicians from the different fields.

Ethical Consideration

- Written consent from teaching faculty sample for their participation in the study
- The teachers were assured that the information given by them will be kept confidential and used only for research purpose.

Data Collection Procedure

Data were collected in the month of May-September, 2022 from the samples by self-administered the questionnaire by using the SISRI tool (s) and after the following ethical procedure.

Tools

were provided to the faculty request to fill it.

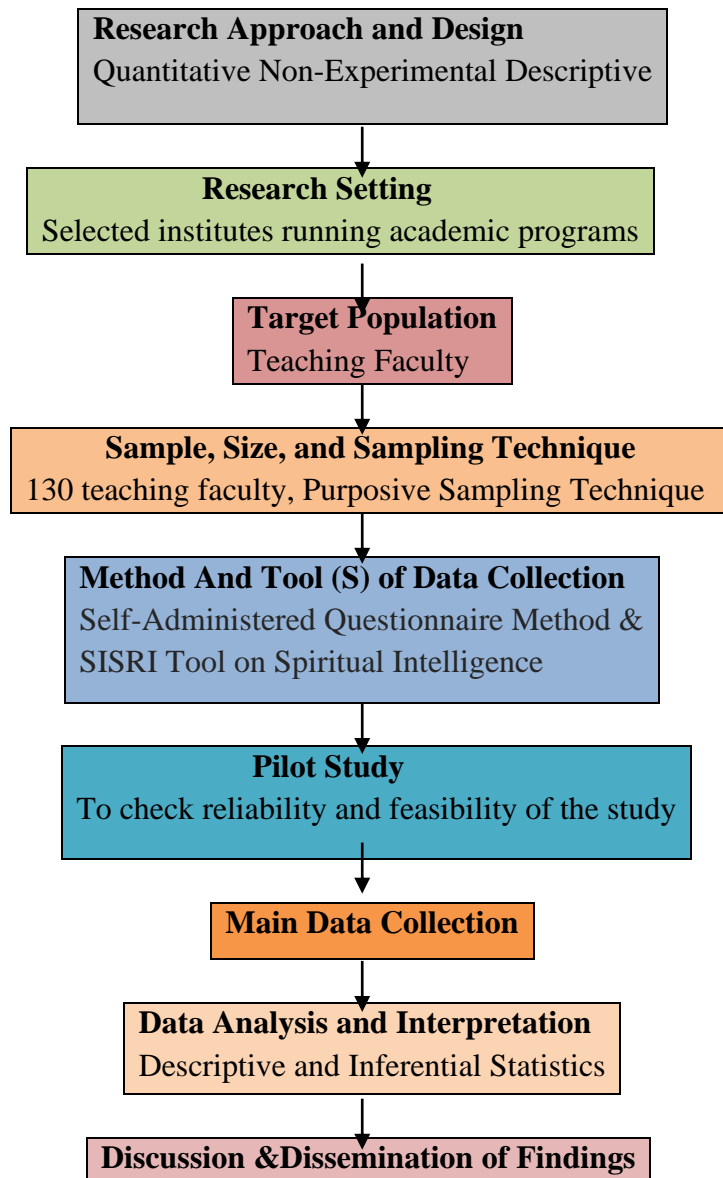
Data Analysis and Interpretation of Data

Analysis and interpretations were done according to objectives by using descriptive and inferential statistics.

Data was organized in the master sheet

- Socio-Demographic data was analyzed.
- Appropriate statistical techniques were used to find out frequency, percentage, and associations with different variables by using SPSS 26.

SCHEMATIC DIAGRAM OF RESEARCH METHODOLOGY



ANALYSIS / RESULTS-:

SECTION-I

Findings related to Socio-demographic characteristics –

- The majority of 60 teachers (46.2%) belonged to 31-40 years of age, followed by 51 (39.2%) who were in less than 30 years of age. The remaining 15 (11.5%) faculty were in the age of 41-50 years of age and only 4 (3.1%) were in the age above 50 years.
- In this research study, 86 female teachers (66.2%) were participants and 44 were males (33.8 %).
- 81 (62.2%) teaching faculty were Sikh followed by 48 (36.9%) were Hindus. Only 1 (0.8%) Muslim teacher was a participant in this research study.
- Maximum teaching faculty 71 (54.6%) were married followed by 57 (43.8 %) who were unmarried. Only 2 (1.5%) were separated / divorced.

- Majority of teachers (68.5 %) were having a master’s degree in their field, followed by Ph.D. qualifications of 28 (21.5%) teachers. Minimum no. i.e., 13 (10%) teachers were graduates only.
- 89 (68.5%) faculty in the post of assistant professor followed by 37 (28.5%) on demonstrator/ tutor. 4 professors & only 2 associate professors were there.
- 73 (56.62%) teachers were government employees and 57 (43.8%) were in private jobs.
- The majority of teachers 123 (94.6%) completed their schooling in ordinary government and private schools. Very few teachers 4 (3.7%) got their schooling run by religious organizations and only 3 (2.3%) from boarding schools.
- Maximum teaching faculty 124 (95.4) had faith in God. Only 6 faculty (4.6%) were not shown.
- Majority of teachers 123 (94.6%) pray daily. Very few 7 (5.4%) were doing prayer, not in routine.
- 70 (53.8%) teaching faculty had not attended any workshop/seminar on spiritual intelligence, and the remaining 60 (46.2%) had attended.

Objective 1- To assess the level of spiritual intelligence among teachers.

Table No.-1 - Descriptive Statistics of Spiritual Intelligence

N=130

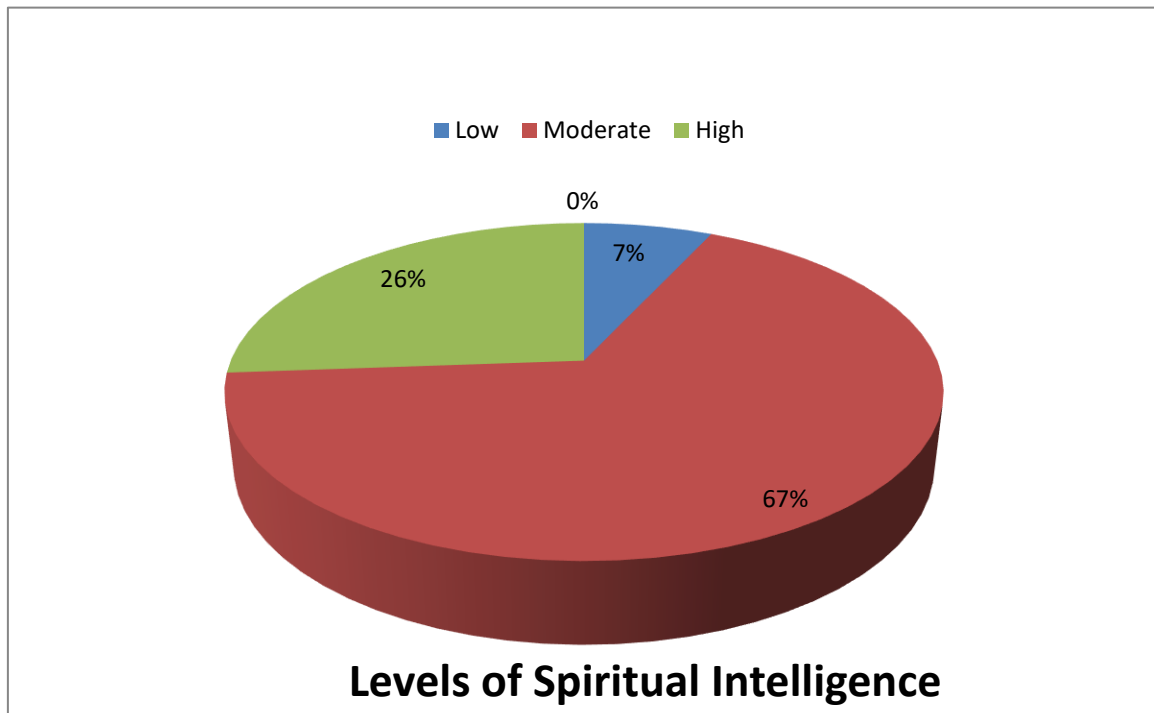
Levels of Spiritual Intelligence	Frequency	Percentage	Mean	S. D
Low	9	6.90	54.30	15.28
Moderate	87	66.90		
High	34	26.20		

Minimum-15

Maximum-96

Table No.-1 depicts that the Majority (66.90%) of teachers that were 87 had a moderate level of spiritual intelligence followed by 34 teachers (26.2%) having high level of spiritual intelligence. Only 9 teachers (6.90%) a had low level of spiritual intelligence. The Mean ± S.D of spiritual intelligence among teachers was 54.30 ± 15.284.

Figure 1- Levels of Spiritual Intelligence Among Teachers



SECTION-II

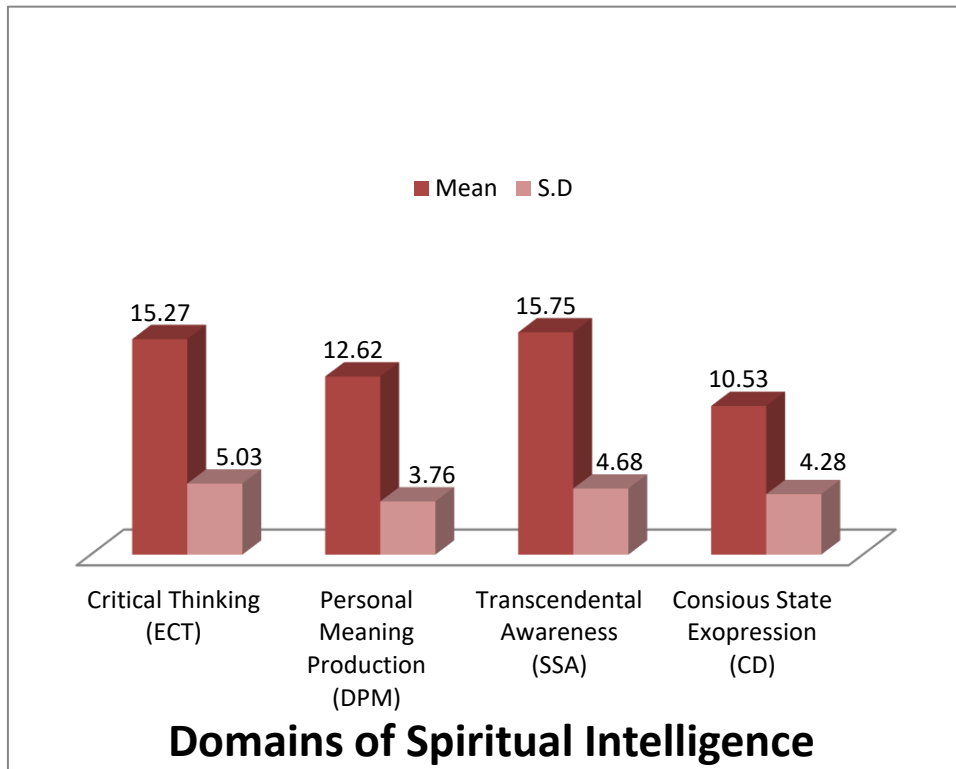
Objective 2 –To assess Domains of Spiritual Intelligence among Teachers.

**Figure 2- Assessment of Domains of Spiritual Intelligence among Teachers.
N=130**

Areas of Spiritual Intelligence	Mean	S. D
Critical Thinking (ECT)	15.27	5.033
Personal Meaning Production (DPM)	12.62	3.76
Transcendental Awareness (SSA)	15.75	4.68
Conscious State Expression (CD)	10.53	4.283

According to domains of Spiritual Intelligence, The Mean \pm S. D of Transcendental Awareness SSA value was 15.75 ± 4.68 , the Critical Thinking (CRT) of spiritual intelligence among teachers was 15.27 ± 5.03 , the Personal Meaning Production (DPM) value was 12.62 ± 3.76 and Conscious State Expression (CD) had 10.53 ± 4.283 . Therefore, SSA Domain had more dominance in spiritual intelligence among teachers.

Figure 3- Domains of Spiritual Intelligence Among Teachers



SECTION-III

Objective-3. To Find out The Association of Spiritual Intelligence among Teachers with Socio-Demographic Variables.

Table No.-3 - Association of Spiritual Intelligence among Teachers with selected demographic variables

N=130

Variables	Spiritual Intelligence				
	Low	Moderate	High	Chi value	df
Age					
• ≥ 30	2	35	14	8.974	6
• 31-40	7	40	13		
• 41-50	0	8	7		
• Above 50	---	4	---		
Gender					
• Female	6	59	21	0.401	2
• Male	3	28	13		
Religion					
• Hindu	6	32	10		

<ul style="list-style-type: none"> • Muslim • Sikh 	---	---	1	6.880	4
	3	55	23		
Marital Status					
<ul style="list-style-type: none"> • Married • Unmarried • Divorce 	5	50	16	2.377	4
	4	35	18		
	---	2	---		
Qualification					
<ul style="list-style-type: none"> • Bachelor • Master • Ph.D. And above 	---	10	3	2.894	4
	7	61	21		
	2	16	10		
Post					
<ul style="list-style-type: none"> • Demonstrator/tutor • Asst. Prof • Asso. Prof • Prof And above 	3	24	10	6.264	6
	6	60	21		
	---	2	---		
	---	1	3		
Employment					
<ul style="list-style-type: none"> • Government • Private 	5	51	17	0.739	2
	4	36	17		
Previous Schooling					
<ul style="list-style-type: none"> • Ordinary • Boarding • Religious 	8	81	34	5.941	4
	1	2	0		
	0	4	0		
Have Faith in God					
<ul style="list-style-type: none"> • Yes • No 	9	83	32	4.56	2
	---	4	2		
Pray					
<ul style="list-style-type: none"> • Daily • Not in routine 	8	82	33	1.00	2
	1	5	1		
Any Workshop/Seminar on Spiritual Intelligence					
<ul style="list-style-type: none"> • Yes • No 	2	39	19	3.430	2
	7	48	15		

Table No.-4 depicts the association between the spiritual intelligence of teaching faculty and socio-demographic variables which was tested by using the chi-square test at the level of significance $p < 0.05$. Results revealed that Gender, Religion, Qualification, Marital Status, Post Employment, Previous Schooling, Pray and Attend any workshop/seminar on SI, were found to have statistically non-significant associations with Spiritual intelligence. Only Age and faith in God of teachers were found statistically significant with spiritual intelligence at the level of 0.05.

The DISCUSSION- This study concluded that the majority (66.90%) of teachers that were 87 had a moderate level of spiritual intelligence followed by 34 teachers (26.2%) with a high level of spiritual intelligence. Only 9 teachers (6.90%) had a low level of spiritual intelligence. The mean and S.D of

spiritual intelligence among teachers of this study were 54.30 ± 15.28 .

Almost similar results had been provided in this study by **Dr. B. Razia** (2019) which showed that mean and S.D of spiritual intelligence among prospective teachers was 58.96 ± 13.38 .

In this study, according to domains of Spiritual Intelligence, The Mean \pm S. D of Transcendental Awareness SSA value was 15.75 ± 4.68 , the Critical Thinking (CRT) of spiritual intelligence among teachers was 15.27 ± 5.03 , the Personal Meaning Production (DPM) value was 12.62 ± 3.76 and Conscious State Expression (CD) had 10.53 ± 4.283 . Therefore, SSA Domain had more dominance in spiritual intelligence among teachers.

In comparison to the study of **Dr. B. Razia (2019)**, The mean score of critical existential thinking for the total sample was found to be 20.22 which is the highest when compared to other dimensions. For transcendental awareness the participants scored better as the mean value (18.7) was higher in comparison to the other two remaining dimensions. The participants scored less on personal meaning production (12.23) and conscious state expansion (10.2) dimensions.

IMPLICATIONS-

Spiritual intelligence touches the “nerve” of the employees and can “makes” them go beyond the normal actions in terms of effectiveness. According to Vaughan (2002) [10] “Refining any form of intelligence requires training and discipline, and spiritual intelligence is no exception”. So, the school authorities and policymakers should take responsibility together in developing spiritual intelligence at personal, group, and organizational levels, and this can be done by organizing different spiritual intelligence training program to enhance the spiritual intelligence of school teachers and provide them with benefits in both the personal and interpersonal realms [3].

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