



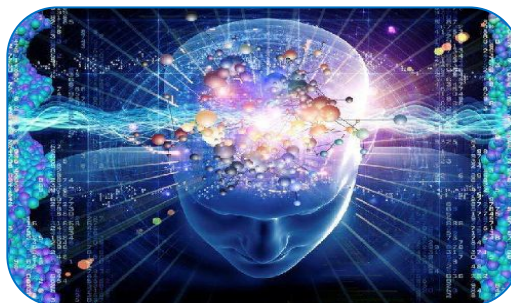
## SPIRITUAL INTELLIGENCE OF HIGH SCHOOL TEACHERS IN RELATION TO TYPE OF SCHOOL: A COMPARATIVE STUDY

**Dr. Amritpal Kaur**

Assistant Professor, Institute of Educational Technology and Vocational Education  
Panjab University, Chandigarh

### ABSTRACT :

*Spiritual Intelligence is one of important effective element in classroom discipline management. The present study was aimed to find out the Spiritual Intelligence between Government and Private high school teachers of Bhiwani and Sirsa districts of Haryana. The Study was conducted with a sample of (N=320) high school teachers (Government high school teachers =160 and Private high school teachers=160) using Spiritual Intelligence Scale by Santosh Dhar and Upender Dhar (2010). Random sampling technique was used to collect the data. The results were statistically analyzed using Mean, SD and t ratio. Spiritual Intelligence in dimensions of Benevolence, Modesty, Conviction, Compassion, Magnanimity, and Optimism were assessed. The results of the present study indicates that there is a significant difference between Government and Private high school teachers.*



**KEYWORDS :** *Spiritual Intelligence, Teachers, Government and Private high school teachers.*

### INTRODUCTION:

Teachers should be in a position to accept the scriptural view of the modern age as a challenge for the new millennium, by thoroughly clarifying the value system. If the teacher is spiritually intelligent, he/she can manage the spiritual traits of his/her students in order to provide balanced environment in the classroom. Spirituality has potential application in every waking moment of human life (Ingersoll, 2000). Sense of self empathy, kindness, intuition, motivation, awareness, social skills, forgiveness, reconciliation, dedication are some of the major components of spiritual intelligence. All these aspects are very much needed for the development of suitable qualities among students and their teachers too.

Spiritual Intelligence is said to be able to create a richer and more meaningful life (Amram & Dryer, 2007). Spiritual Intelligence provides a sense of personal wholeness, goal and direction. Educators with high levels of Spiritual Intelligence are able to change teachers and students from all age groups to experience a wholesome life filled with self- respect and creativity (Dincer, 2009). Spiritual Intelligence integrates the qualities of flexibility and emotional resilience, which play a role in psychological health and behavior (Noble, 2001). Spirit at work is a distinct state that is characterized by physical, affective, cognitive, interpersonal, spiritual, and mystical dimensions. Most individuals describe the experience as including: a physical sensation characterized by a positive state of arousal or energy; positive affect characterized by a profound feeling of well-being and joy; cognitive features involving a sense of being authentic, an awareness of alignment between one's values and beliefs and one's work, and a belief that one is engaged in meaningful

work that has a higher purpose; an interpersonal dimension characterized by a sense of connection to others and common purpose; a spiritual presence characterized by a sense of connection to something larger than self; and a mystical dimension characterized by a sense of perfection, transcendence, living in the moment, and experiences that were awe-inspiring, mysterious, or sacred (Kinjerski & Skrypnek 2004).

### DEFINITIONS OF SPIRITUAL INTELLIGENCE:

Vaughan (2002) offers the following description: "Spiritual Intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world."

Wigglesworth et al., (2012) defines spiritual intelligence as "the ability to behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation".

### REVIEW RELATED TO SPIRITUAL INTELLIGENCE

Most of the studies found that the Spiritual Intelligence is one of important effective element in classroom discipline management. Jeloudar, Yunus, Roslan and Mohammad (2011) a significant relationship was noticed between teachers spiritual intelligence and the six strategies of classroom discipline, including discussion, recognition, involvement, hinting, punishment and aggression. Kaur and Singh (2013) studied spiritual intelligence and factor structure underlying Spiritual Intelligence (SI) of prospective engineers and teachers. It was found that there was no significant effect of gender, locality and family status on the factors underlying Spiritual Intelligence except in the domain of extrasensory perception (males > females) and mindfulness (high class > middle class) in case of engineering students and community (middle class > high class), trauma (middle class > high class) and intellectuality (middle class > high class) in case of teacher training students. It was concluded that spiritual intelligence of the students should be enhanced for betterment of society. 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 was 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. Nair and Paul (2017) conducted a study to find out the level of Spiritual Intelligence among higher secondary students. The findings revealed that there was no significant difference in the Spiritual Intelligence among higher secondary school boys and girls. Whereas a significant difference was found in Spiritual Intelligence concerning to locality and type of school. From the recent study on Spiritual Intelligence of Government and Private high school teachers setting on a sample of 320, (160 from Government and 160 from Private high schools).

### METHODOLOGY

#### Objectives

- To investigate the level of Spiritual Intelligence of Government and Private high school teachers.
- To investigate the level of various dimensions of Spiritual Intelligence of Government and Private high school teachers.

#### Hypotheses

1. There is no significant difference in Spiritual Intelligence of high school teachers of Government and Private schools.
2. There is no significant difference between Government and Private schools on various dimensions of Spiritual Intelligence.
  - a) There is no significant difference between Government and Private schools on Benevolence.
  - b) There is no significant difference between Government and Private schools on Modesty.
  - c) There is no significant difference between Government and Private schools on Conviction.
  - d) There is no significant difference between Government and Private schools on Compassion.

e) There is no significant difference between Government and Private schools on Optimism.

**Sample**

The sample of the study consisted of 320 high school teachers (160= Government high school teachers and 160=Private high school teachers) using Random sampling technique to collect the data from Government and Private high schools of two districts Bhiwani and Sirsa of Haryana state.

**Measures:**

Spiritual Intelligence Scale by Santosh Dhar and Upender Dhar (2010) was applied on the high school teachers to measure their Spiritual Intelligence. The Spiritual Intelligence Scale is based on the following dimensions: *Benevolence, Modesty, Conviction, Compassion, Magnanimity, and Optimism*. The reliability of the scale was determined by the split-half method corrected for full length by applying Spearman-Brown prophecy formula on the data collected from the sample of 323 subjects. The reliability coefficient was found to be 0.98. . The test also has indicated high validity 0.99.

**RESULT AND DISCUSSION**

**Table 1: Mean Differential of Government and Private high of school teachers in total of Spiritual Intelligence**

| Variable   | Mean   | S.D   | t-value | Level of significance |
|------------|--------|-------|---------|-----------------------|
| Government | 204.32 | 27.33 | 5.04**  | 0.01                  |
| Private    | 219.55 | 26.86 |         |                       |

T-values (5.04) of Government and Private High school teachers has showed in Table 1 which indicated higher mean score of Private high school teachers than Government High School teachers and significant at .01 level. It can be concluded from the results that Private high school teachers have greater Spiritual Intelligence as a total than the Government high school teachers.

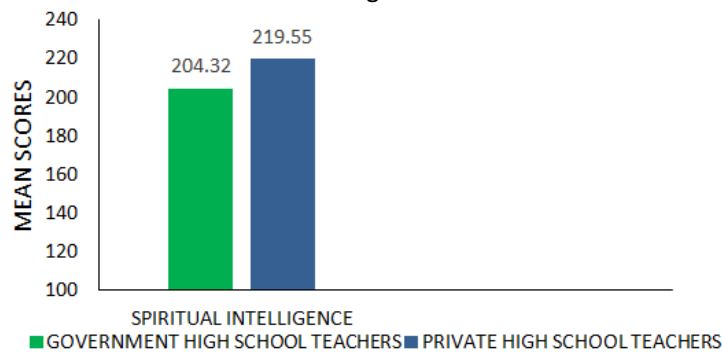


Fig. 1.1 Bar diagram showing mean scores of Spiritual Intelligence of Government and Private high school teachers.

**Table 2: Mean Differential of Government and Private High school teachers in Dimension I (Benevolence) of Spiritual Intelligence.**

| Variable   | Mean  | S.D  | t-value | Level of significance |
|------------|-------|------|---------|-----------------------|
| Government | 65.21 | 8.22 | 3.13**  | 0.01                  |
| Private    | 68.66 | 8.67 |         |                       |

**Table 2** shows that t-value (3.13) is significant at 0.01 level and the mean differentials between Government and Private High school teachers in benevolence dimension of spiritual intelligence. It shows that the mean score of Private high school teachers is higher than Government high school teachers.

Further it indicates that Private high school teachers have high benevolence than Government high school teachers.

**Table 3: Mean Differential of Government and Private High school teachers in Dimension II (Modesty) of Spiritual Intelligence.**

| Variable   | Mean  | S.D  | t-value | Level of significance |
|------------|-------|------|---------|-----------------------|
| Government | 54.89 | 7.03 | 3.86**  | 0.01                  |
| Private    | 58.56 | 8.16 |         |                       |

Table 3 shows the mean differentials between Government and Private High school teachers in modesty dimension of spiritual intelligence. It shows that the mean score of Private High school teachers is more than the mean scores of Government High school teachers. Further, it indicates t-ratio (3.86) is significant mean differential between Government and Private High school teachers at .01 level.

**Table 4: Mean Differential of Government and Private High school teachers in Dimension III (Conviction) of Spiritual Intelligence.**

| Variable   | Mean  | S.D  | t-value | Level of significance |
|------------|-------|------|---------|-----------------------|
| Government | 31.26 | 5.84 | 5.58**  | 0.01                  |
| Private    | 34.50 | 4.62 |         |                       |

Mean differentials between Government and Private High school teachers in Dimension – III i.e. Conviction has been showed in Table 4. The calculated results show significant difference between Government and Private High school teachers and found that mean score of Private high school teachers is higher than the mean score of Government high school teachers. It can be concluded from the results that Private high school teachers have more spiritual intelligence with respect to Conviction comprising of Government high school teachers.

**Table 5: Mean Differential of Government and Private High school teachers in Dimension IV (Compassion) of Spiritual Intelligence.**

| Variable   | Mean  | S.D  | t-value | Level of significance |
|------------|-------|------|---------|-----------------------|
| Government | 34.63 | 5.14 | 4.21**  | 0.01                  |
| Private    | 37.16 | 5.75 |         |                       |

Table 5. shows t-value (4.21) is significant at 0.01 level. Mean difference between Government and Private High school teachers is significant and found that the mean score of Private high school teachers is higher than the mean score of Government high school teachers on compassion. It can be concluded from the results that Private high school teachers have more spiritual intelligence with respect to Compassion than of Government high school teachers.

**Table 6: Mean Differential of Government and Private High school teachers in Dimension V (Magnanimity) of Spiritual Intelligence.**

| Variable   | Mean  | S.D  | t-value | Level of significance |
|------------|-------|------|---------|-----------------------|
| Government | 11.18 | 2.06 | 5.5**   | 0.01                  |
| Private    | 12.06 | 1.96 |         |                       |

T-value (5.5) of Government and Private High school teachers in dimension V (Magnanimity) has showed in Table 6 which indicated higher mean score of Private High school teachers than Government high school teachers and significant at .01 level. It can be indicated from the results that Private high school

teachers have more spiritual intelligence with respect to Magnanimity comprising of Government high school teachers.

**Table 7: Mean Differential of Government and Private High school teachers in Dimension VI (Optimism) of Spiritual Intelligence.**

| Variable   | Mean | S.D  | t-value | Level of significance |
|------------|------|------|---------|-----------------------|
| Government | 7.90 | 1.34 | 2.81**  | 0.01                  |
| Private    | 8.21 | 1.65 |         |                       |

Mean differential between Government and Private High school teachers in dimension VI which is related to Optimism is shown in table 7 and found that Optimism dimension of Spiritual Intelligence is higher among Private high school teachers than the Government high school teachers and there is a significant difference in Optimism of Government and Private High school teachers at .01 level.

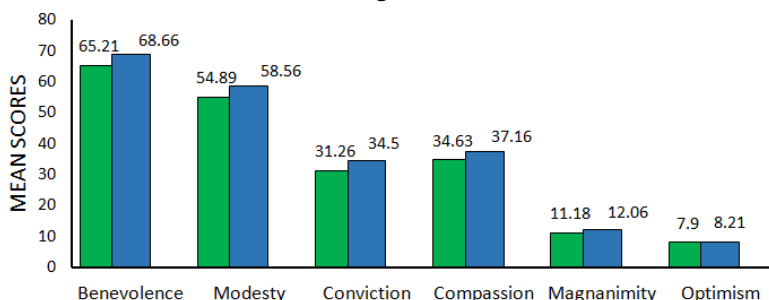


Fig. 1.2 Bar diagram showing mean scores of six dimensions of Spiritual Intelligence of Government and Private high school teachers.

**CONCLUSION**

The purpose of the present study was to study the difference in spiritual intelligence between Government and Private high school teachers. After reviewing the literature (Jeloudar, Yunus, Roslan and Mohammad 2011; Kaur and Singh 2013; Sethi 2015, it has been concluded that capacities and skills which are linked with spiritual intelligence may vary from person to person in light of variations in personality features, spiritual tendencies, religious backgrounds, and the religious practices and activities they follow. The findings of the present study revealed that there is a significance difference between Government and Private high school teachers on their level of spiritual intelligence and all its dimensions (Benevolence, Modesty, Conviction, Compassion, Magnanimity, and Optimism). The result found that Private high school teachers have more Spiritual Intelligent than Government high school teachers.

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