

Status of Workplace Spiritual Intelligence among Secondary School Teachers

Soumita Ghosh

Ph.D Scholar, Department of Education, Sikkim University, India

Abstract: *Spiritual intelligence provides an active, unity, and meaningful centre for soul to help people think profoundly about essential subjects and try to solve their daily problems. The characteristics of developed spiritual intelligence are a high degree of self-awareness, having the capacity of flexibility, having the capacity of dealing with pains and its development, tend to ask questions of why or how, and search for key answers, getting inspired by the imaginations and values. Workplace spirituality involves a sense of wholeness, connectedness at work and deeper values. Efficiency of teaching varies according to teacher's spiritual intelligence. In the present preview of progression and rejuvenation in different spheres of life in 21st century, students need to develop the qualities of both head and heart and which may possibly be done with effective teaching by spiritually smart and intelligent teachers. The present study aims to find out the workplace spiritual intelligence of secondary school teachers in relation to their gender, religion and caste as well as the workplace spiritual intelligence of secondary school teachers based on six dimensions of spiritual intelligence. Descriptive survey method was used for this study. The sample consists of 100 secondary school teachers from Jalpaiguri District. The workplace spiritual intelligence scale developed by Dhar and Dhar (2010) was used to collect the data. The findings revealed that the secondary school teachers have moderate level of workplace spiritual intelligence. No significant difference was found in workplace spiritual intelligence of secondary school teachers in relation to gender and religion. But significant difference was found in the workplace spiritual intelligence of secondary school teachers in relation to their caste. Difference was found in the workplace spiritual intelligence of secondary school teachers based on the six dimensions of spiritual intelligence.*

Keywords: spiritual intelligence, workplace spiritual intelligence, importance and secondary school teachers.

1. Introduction

"We are not human beings having a spiritual experience. We are spiritual beings having a human experience".

Pierre Teilhard de Chardin

'Quality education depends on quality teachers' (Kothari commission 1964-66). In the UNESCO International commission on education for the 21st century named as 'Learning: the treasure within' which declares that, education throughout life is based on four pillars i.e. Learning to know as 'Gyanyog', Learning to do as 'Karmyog', Learning to Live together as 'Sahyog' and Learning to be as 'Atmashakshatkar', i.e. self realization, which is the ultimate goal of human life. It is interesting to note that while the two pillars are associated with I.Q. and comes under cognitive and psychomotor domains respectively; third one is concerned with E.Q and comes under affective domain. The fourth pillar involves "S.Q." and needs an additional domain "Spiritual domain" to be included in the taxonomy of educational objectives. Learning to be (Atmashakshatkar) i.e. self realization involves S.Q which means, for human beings their inner freedom is as important as their external freedom. Purpose of life has to go beyond playing the role of a wage earner and a family provider (Sharma & Sharma 2014).

2. Concept of Spiritual Intelligence

The concept of spiritual intelligence emerged as a result of integrating intelligence with spirituality. While accepting the similarity and integration between religion and spirituality, there is also agreement as to their dissimilarities and distinction, religion focusing on the sacred whereas

spirituality refers to the experiential elements of meaning, eminence and excellence.

What does spiritual intelligence mean?

In order to understand spiritual intelligence it is important to first be clear on what we mean and when we use these two words.

Being Spiritual: To be 'spiritual' is to think, act and interact from an awareness of self as spirit not form, soul not body. We identify with our body or the labels we give to our bodies such as nationality, race, gender, profession etc. This wrong sense of self creates fear, anger and sadness in life. From a spiritual point of view these emotions are always the result of ego (misidentification), which then blocks access to your true spiritual nature which is peaceful, loving and joyful.

Intelligence: Intelligence is to use what you know in the right way at the right time in the right place with the right intention. For example if you 'know' yourself as a spiritual being you will also 'know' that you do not own or possess anything. When something in your life is damaged or lost, it does not affect you in any way - you are able to use your spiritual power to accept and move on. If someone praises the clothes you wear, or insults you in any way or comments negatively about your looks, you are not affected because you 'know' that your real beauty lies within your character, within your nature, which no one can ever take away. In that moment you draw on the inner power of that knowledge and use it to remain stable in the face of others negativity. In effect you are drawing on your spiritual strength which is only released when you know who and what you are, and then using that strength in the right way, in the right place at the right time. (<http://en.m.wikipedia.org/wiki/spirit> <http://sqi.co/definition-of-spiritual-inte...>)

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Zohar and Marshal (2000) believe that spiritual intelligence facilitates association between cause and emotion, as well as, body and mind and builds a supportive force for growth and rising. It provides an active, unity, and meaningful centre for soul to help people think profoundly about essential subjects and try to solve their daily problems. They defined the characteristics of developed spiritual intelligence as follow:

- A high degree of self-awareness.
- Having the capacity of flexibility (active and spontaneous adaptation).
- Having the capacity of dealing with pains and its development.
- Tend to ask questions of why or how, and search for key answers.
- Getting inspire of the imaginations and values.
- The tendency to see the links between different things (being holistic).
- Unwillingness to injure.
- Getting away from the context that facilitates unconventional activity.
- An inner will and power to live.
- Inner motivation and experience that leads people into action and gets them energized.
- Commitment to shared goals and a need for wholeness.
- A will to contribute into development or successes of others.
- Attachment to love, hope, faith and optimism.
- Developing team spirit.
- Seeking a calling or meaning in life.

3. Importance of Spiritual Intelligence for Teachers

Sumthty (2007) has found a positive relationship between intelligence and successful teaching. Rachel and Visvam (2013) found significant relationship between spiritual intelligence, academic achievement and teacher effectiveness. They explored that efficiency of teaching varies according to teacher's spiritual intelligence. In the present preview of progression and rejuvenation in different spheres of life in 21st century, students need to develop the qualities of both head and heart and which may possibly be done with effective teaching by spiritually smart and intelligent teachers. Gardner's concept of intrapersonal skill that means the ability to understand oneself and effectively direct one's life (physiologist) and the concept of interpersonal ability means the ability to understand and effectively interact with others (successful teachers) are also related to the new concept of intelligence that is emotional and spiritual intelligence. Spiritually intelligent teachers focus on how one can maintain their centre and stay calm. It enables one to maintain their behaviour under stressful situation. Spiritually intelligent teachers understand true feelings of hope and joy.

A spiritually intelligent teacher is empowered with a greater capacity for problem solving. It is natural for them to cope better with stressful situations and which results in greater productivity and engagement. So it is very important for the teacher for the following reasons: It is the compass of every

teacher. It helps to navigate seas of life to decide what is the base for them and it points out the direction that their body and heart. It helps the teachers to know what their conscience is and how to keep it up to date. It helps to understand the meaning of their life. It develops the ability to see things much more clearly. It helps to develop a real sense of value. It allows them to dream of real success and guide the action they take. It helps the teachers to live within peace and to do work or teach carefully. It helps to improve society by using a higher dimension of their intelligence. It helps teachers to maintain good relationship with their colleagues. It helps them to feel satisfied for their job. So it is the most significant type of intelligence because it helps to develop the ability to influence change in people, societies and cultures. Thus improving SI helps every teacher towards adopting a positive outlook and in achieving inner peace. Hence, the present study has revealed the status of work place spiritual intelligence among secondary school teachers which is the essential quality of a teacher to impart quality education.

4. Review of Related Literature

A number of related studies have been reviewed and presented systematically in the following paragraphs.

Jimoh (2007) conducted a study on spiritual intelligence, emotional intelligence and intelligent quotient as predictors of adjustment to teaching profession among the voluntary teaching corps scheme employees in Ogun State and found a significant positive correlation when paired adjustment with spiritual intelligence and emotional intelligence but a significant negative relationship existed between adjustment and intelligent quotient as far as teaching profession was concerned. The same study revealed a joint contribution of 17% of Emotional intelligence, spiritual intelligence and intelligence quotient to adjustment to teaching profession, with Emotional intelligence contributing the highest, followed by spiritual intelligence, while intelligent quotient contributed very little. **Murdia (2008)** conducted a co relational study of spiritual intelligence, personality traits and adjustment of teachers. The investigator found all the teachers were spiritually intelligent, though with varying degree. It was also found no difference in the spiritual intelligence of rural or urban male teachers and science or non science male teachers. But male and female teachers differ significantly. **Jeloudar, Yunus, Roslan and Nor (2011)** studied to explore the relationship between teachers' spiritual intelligence and classroom discipline strategies and the differences between teachers gender and their spiritual intelligence and found that there were no significant differences in spiritual intelligence between male and female teachers. The findings also revealed that there was a significant difference between teachers' age and their spiritual intelligence. **Kaur (2011)** conducted a study on mental health, emotional and Spiritual intelligence of Govt. and denominational secondary school teachers. This study was descriptive in nature. Spiritual intelligence self report inventory King (2008) and teacher mental health scale Kamau (1992) were used as tools for this study. Most of the teachers showed average level of scores on spiritual intelligence. No significance difference was found in the spiritual intelligence of Govt. and denominational school

teachers. It was found that spiritual intelligence of male teachers was higher than female teachers in denominational schools. **Kaur (2013)** conducted a study on Spiritual intelligence and organizational climate as predictors of life satisfaction and adjustment of secondary school teacher's. Six hundred secondary school teachers were the sample of this study. Descriptive survey method was used. Spiritual intelligence scale by Sing & Kaur (2010) was used as a tool. Positive correlation between spiritual intelligence and adjustment of secondary school teachers was found. Positive correlation between spiritual intelligence and life satisfaction was found among the secondary school teachers with respect to their gender. **Kushwaha (2014)** conducted a study on the Spiritual Intelligence prospective teachers in relation to their biographical factors. The objectives of the study were to study the spiritual intelligence of prospective teachers in relation to gender, caste, SES. Descriptive survey method was used for this study. For the purpose a sample of 300 prospective teachers were selected from the B .Ed colleges. Spiritual Intelligence scale (Zainuddin & Ahmed 2011) was used as a tool. The findings of the study revealed that there was no significant difference in the mean of Spiritual Intelligence scores of the male and female prospective teachers. The prospective teachers belong to GEN category scored high on spiritual intelligence scale as compared to the OBC & SC. The levels of SES of prospective teachers did not cause significant variations in Spiritual Intelligence. **Sharma & Sharma (2014)** conducted a study on Spiritual Intelligence among secondary school teachers in relation to socio-demographic variables. The objective of the study was to study the Spiritual Intelligence of male and female, rural and urban, private and Govt. secondary school teachers. Descriptive survey method was used for this study. The samples of the study were 100 male and female secondary school teachers. Spiritual Intelligence self report inventory (King 2008) was used as tool for this study data were analyzed by t ratio. The findings of the study revealed that no significant difference was observed between male and female, rural and urban, Govt. and private school teachers on Spiritual Intelligence. **Johal & Sing (2016)** conducted a study on teacher effectiveness of secondary school teachers in relation to their Spiritual Intelligence. The objective of the study was the relationship between teacher effectiveness and spiritual intelligence of Govt. and public secondary school teachers. 150 secondary school teachers were the sample of the study spiritual quotient scale (Koradia, Singhal, 2008) and teacher effectiveness scale (Kulsum, 2009) was used as tool for this study. Descriptive survey method was used for this study. The findings of the study revealed that there was a significant positive relationship between teacher effectiveness and Spiritual Intelligence of Govt. school teachers and public school teachers. The study also indicated that Spiritual Intelligence and Teacher Effectiveness are not influenced by gender.

5. Rationale of the Study

Workplace spirituality involves the effort to find one's ultimate purpose in life, to develop a strong connection to coworkers and other people associated with work, and to have consistency between one's core beliefs and the values of the organizations (Mitroff & Denton, 1999). Therefore it is the need of all teachers. Several research reports have

suggested about the positive relationship between Spiritual Intelligence of the teachers with their job satisfaction, effectiveness, decision making power, ability to impart quality education and ability to improve the students' achievement as well as to improve the spiritual intelligence of students. Without the satisfaction they cannot teach properly. Teachers are the pioneers of education system. They are role model of the young and growing children. They have to nourish them in order to germinate the seeds of love, humanity and other human values. Most of the schools express an aim to foster the development of their students' world-views. Then, Spirituality must be overtly acknowledged as a school responsibility and the teachers are the key to foster values and spiritualism among the young growing children. The investigator of the present study being a would be teacher herself is deeply influenced by the challenges in teaching profession and feels that out of the innumerable factors which affect teacher's efficiency, competence and performance, the most influential is spiritual intelligence. A good teacher is not he who is a good provider of facts but also a good builder of human and social relationships. The investigator found that a very few literature is present in this area, i.e. Spiritual Intelligence in Indian conditions as well as in her own state (West Bengal) with relation to gender, caste and the six mentioned dimensions of Spiritual Intelligence among secondary school teachers on their spiritual potential. Therefore, the researcher has tried to investigate the influence of some variables like gender, religion, caste and some dimensions of Spiritual Intelligence among secondary school teachers on their spiritual potential. If all these abilities are found in the secondary school teachers they can made a strong connection with their coworkers and their students. It will improve the quality of institutions and also the school students will able to brighten their future.

On the basis of the above rationale the researcher framed some research questions like

- 1) Whether the secondary school teachers are Spiritually Intelligent?
- 2) Is there any significant difference in the workplace Spiritual Intelligence of secondary school teachers in relation to gender, religion and caste?
- 3) Whether the secondary school teachers are Spiritually Intelligent in relation to six dimensions (benevolence, modesty, conviction, compassion, magnanimity, optimism)?
- 4) Is there any significant difference in workplace Spiritual Intelligence of secondary school teachers in relation to gender, religion and caste based on six dimensions (benevolence, modesty, conviction, compassion, magnanimity, optimism)?

6. Statement of the problem

On the basis of above rationale the problem is stated as the "Status of work place Spiritual Intelligence among secondary school teachers".

7. Objectives of the study

The objectives of the study are as follows –

- 1) To study the workplace Spiritual Intelligence of secondary school teachers.
- 2) To study the workplace Spiritual Intelligence of secondary school teachers in relation to gender.
- 3) To study the workplace Spiritual Intelligence of secondary school teachers in relation to their religion and caste.
- 4) To study the workplace Spiritual Intelligence of secondary school teachers in relation six dimensions (benevolence, modesty, conviction, compassion, magnanimity, optimism).
- 5) To study the workplace Spiritual Intelligence of secondary school teachers in relation to their gender, religion and caste on six dimensions (benevolence, modesty, conviction, compassion, magnanimity, and optimism) wise.

8. Hypotheses

HO₁ there is no significant difference in the workplace spiritual intelligence of secondary school teacher in relation to gender variation.

HO₂ there is no significant difference in the workplace spiritual intelligence of secondary school teachers in relation to their Religion variation.

HO₃ there is no significant difference in the workplace spiritual intelligence of secondary school teacher in relation to their caste variation.

HO₄ there is no significant difference in the six dimensions of workplace spiritual intelligence of secondary school teacher in relation to gender variation.

HO₅ there is no significant difference in the six dimensions of workplace spiritual intelligence of secondary school teachers in relation to their religion variation.

HO₆ there is no significant difference in the six dimensions of workplace spiritual intelligence of secondary school teacher in relation to their caste variation.

9. Operational Definition of the terms used

Workplace Spiritual Intelligence: Spiritual Intelligence has been equated with being open, compassionate, more unflappable and buoyant. Spirituality involves a sense of wholeness, connectedness at work and deeper values (Dhar & Dhar, 2010).

Secondary school teachers: It refers to teachers teaching in classes VIII to X.

10. Research Methodology

Design

Table 2: Table showing the frequency distribution on high, normal and low levels of workplace spiritual intelligence of secondary school teachers:

Class interval	Male	Female	Hindu	Muslim	Christian	General caste	Other caste
231 and above(HIGH)	14	19	13	11	9	21	12
194-230(NORMAL)	34	23	26	20	11	24	33

The study followed the design of a descriptive survey in order to find out the workplace spiritual intelligence of secondary school teachers in Jalpaiguri district, west Bengal. In this study spiritual intelligence of the secondary school teachers has been studied in relation to gender, caste, religion and six dimensions of spiritual intelligence.

The sample and sampling procedure

The total population of the study comprises of the school teachers teaching in secondary schools of Jalpaiguri district, West Bengal. From the district of Jalpaiguri only 20% schools had been taken for the study. 100 secondary school teachers of this district were the sample of this study. Sampling procedure adopted was simple random sampling.

The Tool Used

The specific nature of the study was to secure the spiritual intelligence of secondary school teachers. Keeping this in mind, a personal background data questionnaire had been developed by the investigator to collect information on the variables mentioned in the study. A standardized tool of Dhar & Dhar (2010) on the Spiritual Intelligence scale in the form of questionnaire was used for collection of data.

Description of the tool

The questionnaire consists of 53 items related to six dimensions of Spiritual Intelligence. These 53 items/statements were presented on a five point scale such as Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree and score was awarded as 5, 4, 3, 2, and 1 respectively.

The reliability of the scale was determined by split-half method. The reliability coefficient was found to be 0.98. Besides the face validity, as all items of the scale were related to Spiritual Intelligence, the scale has high content validity.

Table 1: Dimension wise distribution of items

Sl. No	Dimension	Item No.	Total Item
1	Benevolence	5, 8, 9, 10, 14, 17, 18, 19, 20, 25, 28, 29, 30, 36, 44, 48, 49.	17
2	Modesty	1, 2, 3, 4, 22, 33, 35, 38, 39, 45, 50, 51, 52, 53.	14
3	Conviction	15, 16, 21, 23, 24, 26, 32, 47.	8
4	Compassion	6, 7, 11, 12, 27, 37, 42, 43, 46.	9
5	Magnanimity	13, 40, 41.	3
6	Optimism	31, 34.	2
TOTAL ITEMS:			53

11. Results and Discussion

Study of scores with descriptive measures on spiritual intelligence scale

BELOW 194(Low)	2	8	3	5	2	2	8
TOTAL	50	50	42	36	22	47	53

The above table reveals that the no of secondary school teachers gradually tapering towards the upper and lower end. Such types of characteristics were also observed in case of the entire sub sample. This type of distributions shows that

the normal level of spiritual intelligence of secondary school teachers. The level of spiritual intelligence was also shown by the bar graph.

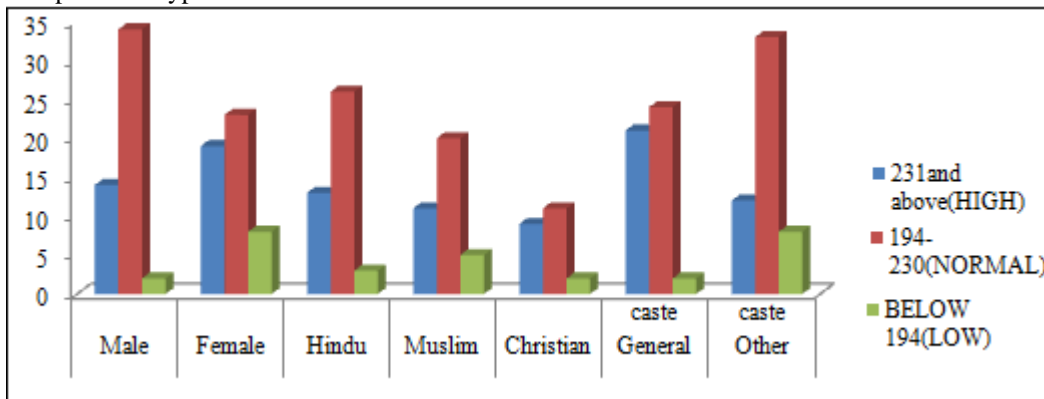


Figure 1: Bar graph showing the level of workplace spiritual intelligence of secondary school teachers with respect to their gender, religion and caste

The study of normality on distribution of scores on workplace spiritual intelligence of secondary school teachers

In order to test the distribution of scores along with the line of normality the measures of central tendency, variation and percentile scores have been computed and presented on the table.

Gender	male	50	217.34	10.64
	female	50	218	14.5
Religion	Hindu	42	217.21	12.09
	Muslim	36	215.86	13.97
	Christian	22	220.50	13.42
Caste	General	47	221.74	12
	Other	53	213.85	12.47
Total		100	217.56	12.73

Table 3: Calculation of mean, median, mode, SD, Quartile and percentile for the total sample of spiritual intelligence of secondary school teachers

Mean	Median	Mode	SD	Quartile
217.56	218.16	218.48	12.73	9.01

P ₁₀	P ₂₅	P ₅₀	P ₇₅	P ₉₀
201.5	209	218.16	227.02	234

SKEWNESS = -0.6

KURTOSIS = 0.280

On perusal of the above table it is clear that the sample mean, median, mode are found to be 217.56, 218.16, and 218.48 respectively. The semi interquartile range of the distribution of scores being 9.01, the sum of the median and semi interquartile range found to be 227.02 and difference between two was 209. The first and the third quartile was 209, 227.02 respectively.

With regards to its skewness and kurtosis further verification were made. The skewness was found -0.6 and kurtosis was 0.28 as against the normal value of 0 and 0.263 respectively. Thus the investigator concluded that the scores obtained by teachers spiritual intelligence scale deviates slightly from normality. The whole distribution was negatively skewed and tending to platykurtic.

Table 4: The calculated mean and standard deviation of sub samples according to the variables were grouped together and presented in the table bellow

Variation	Group	No. of teacher	Mean	SD
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In perusal of the above table it was observed that in totality the sample mean and SD was found to be 217.56 and 12.73. The mean and SD scores of male teacher was found to be 217.34 and 10.64. The mean and SD scores of female teachers was found to be 218 and 14.5. The mean and SD score of Hindu teachers was found to be 217.21 and 12.09. The mean and SD scores of Muslim teachers was found to be 215.86 and 13.97. The mean and SD scores of Christian teachers was found to be 220.50 and 13.42. The mean and SD of general caste teacher was found to be 221.74 and 12. The mean and SD of other caste (SC, ST, OBC) teacher was found to be 213.85 and 12.47.

So the above discussion reveals that the mean scores of spiritual intelligence of all the variables were different.

12. Analysis and Interpretation of Data Sub Sample Wise

Analyses of results due to the intra variables of gender, religion and caste have been studied. “t” ratio and chi-square were used for acceptance and rejection of the null hypothesis. The detailed discussions are presented in the succeeding pages.

Gender wise difference of workplace spiritual intelligence of secondary school teacher

One of the objective of the study was that whether there is any gender difference in the workplace spiritual intelligence of secondary school teachers; therefore the null hypothesis was stated that there is no significant difference in the

workplace Spiritual Intelligence of secondary school teachers in relation to gender variation.

In order to find out difference if any in the scores on spiritual intelligence of male and female secondary school teachers the test of significance of difference between the means of two sub sample was calculated and tested for significance. The result has been presented in the following table.

Table 5: Calculation of “t” for male and female total sample

Variation	contrast	No	Mean	SD	SE	“t”	Remark
Gender	Male	50	217.34	10.64	2.54	0.259	Not significant
	Female	50	218	14.52			

In case of gender difference on spiritual intelligence of secondary school teachers, the calculated “t” 0.259 was found to be insignificant as its value less than the table value. This was 1.98 at 0.05 level and 2.63 at 0.01 levels. Thus the null hypothesis **H₀, there is no significant difference in the workplace spiritual intelligence of secondary school teacher in relation to gender variation was accepted.** So, it reveals that gender difference of secondary school teachers does not play any important role in their spiritual intelligence. This finding was in conformity with the findings of **Jeludar, Yunus, Roslan and Nor (2011), Sharma and Sharma (2014), Kushwah (2014)** found that gender difference of secondary school teachers does not play any important role in their spiritual intelligence. Based upon the result cited above, the investigator concluded that the results might be considered appropriate.

Religion wise difference of workplace spiritual intelligence of secondary school teachers

One of objective of the study has to be found whether there exists any difference in the workplace spiritual intelligence of secondary school teacher with respect to their Religion; therefore the null hypothesis stated that there is no significant difference in the work place Spiritual Intelligence of secondary school teachers in relation to their Religion variation.

In order to find out difference if any in the scores on spiritual intelligence of secondary school teachers with respect to their Religion (Hindu, Muslim, Christian) the chi-square test of independence was calculated and tested for significance. The result has been presented in the following table.

Table 6: Contingency table for calculation of chi-square

Variation	Contrast	Categories(scores on spiritual intelligence scale)			Total no
		231 and above	195-231	194 and below	
		fo	fo	fo	
Religion	Hindu	13	26	3	42
	Muslim	11	20	5	36
	Christian	9	11	2	22
	TOTAL	33	57	10	100

Table 7: Computation of chi-square value (x²) from contingency table

fo	fe	fo-fe	(fo-fe) ²	Σ(fo-fe) ² /fe
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13	13.86	-0.86	0.7396	0.0533
26	23.94	2.06	4.2436	0.1772
3	4.2	-3.9	15.21	3.621
11	11.88	-0.88	0.7744	0.0651
20	20.52	-0.52	0.2704	0.0132
5	3.6	1.4	1.96	0.544
9	7.26	1.74	3.0276	0.4170
11	12.54	-1.52	2.3716	0.189
2	2.2	-0.2	0.04	0.0180
				x ² =5.1

$$df = (r-1)(c-1)$$

$$= (3-1)(3-1)$$

$$= 2 \times 2$$

$$= 4$$

In case of difference on spiritual intelligence of secondary school teachers, with respect to their Religion the calculated chi-square value 5.1 was found to be insignificant as its value less than the table value. This was 9.488 at 0.05 level and 13.277 at 0.01 levels. Thus the null hypothesis **H₀, there is no significant difference in the workplace spiritual intelligence of secondary school teachers in relation to their Religion variation was accepted.** So, it reveals that difference of secondary school teachers in respect to their religion does not play any important role in their spiritual intelligence. This finding was in conformity with the findings of **Salley (2006)** found that no difference was there between the religion group on spiritual intelligence, **Zohar and Marshal (2000)** spiritual intelligence does not depend on religion. Based upon the result cited above, the investigator concluded that the results might be considered appropriate.

Caste wise difference of workplace spiritual intelligence of secondary school teachers

One of objective of the study has to be found whether there exists any difference in the work place spiritual intelligence of secondary school teacher in respect of their caste; therefore the null hypothesis stated that there is no significant difference in the workplace Spiritual Intelligence of secondary school teachers in relation to their caste variation.

In order to find out difference if any in the scores on workplace spiritual intelligence of General Caste and Other Caste (SC, ST, OBC) secondary school teachers the test of significance of difference between the means of two sub sample was calculated and tested for significance. The result has been presented in the following table.

Table 8: Summary of significant difference of General caste and other caste secondary school teachers

Variation	contrast	No	Mean	SD	SE	“t”	Remark
caste	General caste	47	221.74	11.63	2.45	3.22	significant
	Other Caste (SC,ST,OBC)	53	213.85	112.47			

In case of Caste difference on spiritual intelligence of secondary school teachers, the calculated “t” 3.22 was found to be significant as its value greater than the table value. This was 1.98 at 0.05 level and 2.63 at 0.01 levels. Thus the null hypothesis **H₀, that there is no significant difference in the workplace spiritual intelligence of secondary school teacher in relation to their caste variation was not**

accepted. So, it reveals that caste difference of secondary school teachers plays an important role in their spiritual intelligence. This findings was in conformity with the findings of **Kushwah(2014)** found that General caste teachers scored high on spiritual intelligence scale than other (SC, ST, OBC) caste. Based upon the result cited above, the investigator concluded that the results might be considered appropriate.

Dimension wise differential analysis on workplace spiritual intelligence of secondary school teachers

Dimension wise analysis on spiritual intelligence was made in order to find out differences if any in the dimensions of spiritual intelligence and sub sample. The results were presented in terms of “t” ratio and chi-square (x²) value on each dimension which has been presented below.

Gender wise difference of workplace spiritual intelligence of secondary school teachers on six different dimensions

One of the objective of the study was to study the workplace spiritual intelligence of male and female secondary school teachers on six different dimensions of spiritual intelligence, therefore the null hypothesis that stated there is no significant difference of workplace spiritual intelligence of male and female secondary school teachers on six dimensions (Benevolence, Modesty, conviction, compassion, Magnanimity, optimism) of spiritual intelligence.

For testing the significant difference between the mean score of male and female teachers on six different dimensions of spiritual intelligence, the “t” ratio was calculated. The “t” ratio calculation is presented in the following table.

Table 9: Summary of significant difference of male and female secondary school teachers on the six different dimensions of spiritual intelligence

Category	Gender	Mean	SD	SE	“t”	Level of significance	Remark
Benevolence	Male	65.8	4.62	1.089	1.63	0.05	Not significant
	Female	67.58	6.17			0.01	Not significant
Modesty	Male	57.3	6.81	1.29	1.16	0.05	Not significant
	Female	58.8	6.15			0.01	Not significant
Conviction	Male	37.3	5.42	0.996	2.2	0.05	significant
	female	39.5	4.5			0.01	Not significant
Compassion	Male	38.82	6	1.11	0.11	0.05	Not significant
	Female	38.7	5.1			0.01	Not significant
Magnanimity	Male	11.34	2.57	0.455	2.51	0.05	significant
	Female	12.48	1.93			0.01	Not significant
Optimism	Male	8.58	3.39	0.60	2.3	0.05	significant
	Female	9.96	2.50			0.01	Not significant

It was observed from the above table that the “t” value of all the dimensions were found to be less than the table value 2.63 at 0.01 levels in 98 degree of freedom, which are not significant. So the null hypothesis that there is no significant difference of workplace spiritual intelligence of male and female secondary school teachers on six dimensions (Benevolence, Modesty, conviction, compassion, Magnanimity, optimism) of spiritual intelligence was accepted.

But the “t” value of Conviction, Magnanimity, Optimism dimensions was found to greater than the table value 1.98 at 0.05 level in 98 degrees of freedom, which are significant. So the null hypothesis that there is no significant difference of workplace spiritual intelligence of male and female secondary school teachers on (conviction, Magnanimity, optimism) dimensions of spiritual intelligence was not accepted. Finding was in conformity with the findings of **Moore (1998), Salley (2006)** women scored higher than male in the spiritual intelligence scale. Based upon the result cited above, the investigator concluded that the result might be considered appropriate.

Religion wise difference of workplace spiritual intelligence of secondary school teachers on six different dimensions

One of the objective of the study was to study the work place spiritual intelligence of secondary school teachers on six different dimensions of spiritual intelligence in respect to

their religion. Therefore the null hypothesis that stated there is no significant difference of workplace spiritual intelligence of secondary school teachers on six dimensions (Benevolence, Modesty, conviction, compassion, Magnanimity, optimism) of spiritual intelligence in respect to their religion.

For testing the significant difference among the spiritual intelligence score of Hindu, Muslim, Christian secondary school teachers on six different dimensions of spiritual intelligence, the chi-square (x²) value was calculated. The chi-square (x²) calculation is presented in the following table.

Table 10: Summary of significant difference of Hindu, Muslim, Christian secondary school teachers on the six different dimensions of workplace spiritual intelligence

Dimension	Chi-square (x ²) value	Level of significance	Remark
Benevolence	3.41	0.05	Not significant
		0.01	Not significant
Modesty	11.95	0.05	significant
		0.01	Not significant
Conviction	8.69	0.05	Not significant
		0.01	Not significant
Compassion	17.52	0.05	significant
		0.01	significant
Magnanimity	7.34	0.05	Not significant

		0.01	Not significant
Optimism	4.68	0.05	Not significant
		0.01	Not significant

The above table revealed that the chi-square value of Benevolence, Conviction, Magnanimity, Optimism dimensions were less than the table value of 9.488 at 0.05 level and 13.277 at 0.01 levels of significance in 4 degrees of freedom.

So the null hypothesis that stated there is no significant difference of workplace spiritual intelligence of secondary school teachers on the dimensions (Benevolence, conviction, Magnanimity, optimism) of spiritual intelligence in respect to their religion are accepted.

the null hypothesis that stated there is no significant difference of workplace spiritual intelligence of secondary school teachers on the Modesty dimension of spiritual intelligence in respect to their religion was accepted at 0.01 level but not accepted at 0.05 level of significance.

The above table also revealed that the chi-square value of Compassion dimension of spiritual intelligence was greater than the table value of 9.488 at 0.05 level and 13.277 at 0.01

levels of significance in 4 degrees of freedom. So the null hypothesis that stated there is no significant difference of workplace spiritual intelligence of secondary school teachers on the compassion dimension of spiritual intelligence in respect to their religion was not accepted.

Caste wise difference of workplace spiritual intelligence of secondary school teachers on six different dimensions

One of the objective of the study was to study the spiritual intelligence of General caste and other caste secondary school teachers on six different dimensions of spiritual intelligence, therefore the null hypothesis that stated there is no significant difference of workplace spiritual intelligence of secondary school teachers on six dimensions (Benevolence, Modesty, conviction, compassion, Magnanimity, optimism) of spiritual intelligence with respect to their caste.

For testing the significant difference between the mean score of general caste and other caste teachers on six different dimensions of spiritual intelligence, the “t” ratio was calculated. The “t” ratio calculation is presented in the following table.

Table 11: Summary of significant difference of GENERAL CASTE and OTHER CASTE secondary school teachers on the six different dimensions of workplace spiritual intelligence

category	Caste	Mean	SD	SE	“t”	Level of significance	Remark
Benevolence	General Caste	72.5	5.90	1.17	0.14	0.05	Not significant
	Other caste(SC,ST,OBC)	72.66	5.78			0.01	Not significant
Modesty	General Caste	60.1	5.21	1.1	3.5	0.05	significant
	Other caste(SC,ST,OBC)	56.25	5.78			0.01	significant
Conviction	General Caste	39.23	5.14	1.013	1.55	0.05	Not significant
	Other caste(SC,ST,OBC)	37.66	4.96			0.01	Not significant
Compassion	General Caste	39.99	4.95	1.12	2.47	0.05	significant
	Other caste(SC,ST,OBC)	37.22	6.23			0.01	Not significant
Magnanimity	General Caste	13.51	1.79	0.445	4.78	0.05	significant
	Other caste(SC,ST,OBC)	11.38	2.63			0.01	significant
Optimism	General Caste	10.53	2.62	0.561	2.38	0.05	significant
	Other caste(SC,ST,OBC)	8.15	2.99			0.01	Not significant

It was observed from the above table that the “t” value of Benevolence and Conviction dimensions were found to be less than the table value 2.63 at 0.01 levels in 98 degree of freedom, which are not significant. So the null hypothesis that there is no significant difference of workplace spiritual intelligence of secondary school teachers on (Benevolence, conviction) dimensions of spiritual intelligence with respect to their caste were accepted.

The null hypothesis that there is no significant difference of workplace spiritual intelligence of secondary school teachers on (Compassion, Optimism) dimensions of spiritual intelligence with respect to their caste were accepted at 0.01 level but not accepted at 0.05 level.

But the “t” value of Magnanimity and Modesty dimensions were found to greater than the table value 1.98 at 0.05 levels and 2.63 at 0.01 levels in 98 degrees of freedom, which are significant. So the null hypothesis that there is no significant difference of workplace spiritual intelligence of secondary school teachers on (Magnanimity, Modesty) dimensions of

spiritual intelligence with respect to their caste were not accepted.

13. Conclusion

The study clearly reflects workplace spiritual intelligence of secondary school teachers in relation to their gender, religion and caste. This was an attempt by the investigator to bring out the ground realities of workplace spiritual intelligence of secondary school teachers.

The major findings of the study are presented briefly in the following manner:

The finding reveals that the secondary school teachers were not highly spiritually intelligent. The score of workplace spiritual intelligence was calculated and the secondary school teachers’ scores have felled under Moderate level of workplace spiritual intelligence. Gender difference on the workplace spiritual intelligence of secondary school teachers does not play any significant role in their workplace spiritual intelligence. Region does not play any important role in the workplace spiritual intelligence of secondary school

teachers. Caste differences play any important role in the workplace spiritual intelligence of secondary school teachers. Mean scores of GENERAL caste secondary teachers were found to be greater than the other caste (SC, ST, OBC) secondary school teachers. No significant difference of workplace spiritual intelligence of male and female secondary school teachers was found on six dimensions (Benevolence, Modesty, conviction, compassion, Magnanimity, optimism) of spiritual intelligence at 0.01 levels of significance. Significant difference of work place spiritual intelligence of male and female secondary school teachers was found on (conviction, Magnanimity, optimism) dimensions of spiritual intelligence at 0.05 levels of significance. No significant difference of workplace spiritual intelligence of secondary school teachers on the dimensions (Benevolence, conviction, Magnanimity, optimism) of workplace spiritual intelligence was found in respect to their religion. Significant difference of workplace spiritual intelligence of secondary school teachers was found on the compassion dimension of spiritual intelligence in respect to their religion. No significant difference of work place spiritual intelligence of secondary school teachers was found on (Benevolence, conviction) dimensions of spiritual intelligence with respect to their caste. Significant difference of work place spiritual intelligence of secondary school teachers was found on (Magnanimity, Modesty) dimensions of spiritual intelligence with respect to their caste. No significant difference of work place spiritual intelligence of secondary school teachers on (Compassion, Optimism) dimensions of spiritual intelligence was found with respect to their caste at 0.01 level but significant difference was found at 0.05 level. Highest numbers of teachers have felled under the moderate range of Spiritual intelligence on the total scores of work place spiritual intelligence scale as well as on the scores of six dimensions of spiritual intelligence scale. The study can further help the institutions' management, state authoritative body of education, teacher education institutions to identify the major issues in order to develop the spiritual intelligence of secondary school teachers from moderate level to high level. This Study can provide new ways of thinking for better planning & effective execution of educational programmes.

14. Scope for Further Research

In the basis of the present study and its results, it is suggested to undertake the following studies in a methodological way and with wider approach in order to bring into focus the variables and areas which were not incorporated in this study.

- 1) The present study can be done in the same manner but in different state and with a large sample so that result obtained may be more reliable.
- 2) The same study can be conducted on every level of educations, i.e. primary, higher secondary and even in the university level.
- 3) A similar study can be conducted by taking into consideration other variables like, SES, experience of the teachers, age, educational qualification etc.
- 4) Study can be replicated on large sample by including more districts so as present a clear picture of the workplace spiritual intelligence of secondary school teachers in West Bengal.

- 5) A comparative study may be conducted on the workplace spiritual intelligence of secondary school teachers in West Bengal and other states of India.

Since the present study is the pilot study and the data were restricted to the twenty secondary schools of Jalpaiguri district, West Bengal. It would be also interesting if the similar study in the same area were to be conducted to compare the present findings with the teachers in other region in West Bengal.

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External Link

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Author Profile



Soumita Ghosh is PhD Research Scholar, Department of education, Sikkim University. She has done MA in Geography (NBU), B.Ed. & M.Ed. (Sikkim University).NET (JRF) in Education.