Impact of Spiritual Intelligence on Self Efficacy: A Study on School Teachers

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Abstract: *The purpose of this research is to analyse spirituality at work and to discover how spirituality improves educators' performance and institutional effectiveness. The researcher has attempted to understand how spirituality benefits teachers and improves self-efficacy. This paper introduces the requirement of carrying spirituality into the workplace; providing suggestions for teachers to incorporate spirituality positively in institutions*

Keywords: Spirituality, Self Efficacy, Teachers

1. Introduction

The resources of any institution give optimum results only if they are utilized in an effective manner. Humanresource is the most important asset and forms the intellectual capital of any set up. In the field of education, teachers are among the most important factors who not only function as guides and facilitators for acquisition of knowledgebut also as inculcators of values and transformers of inner being. The employees of any institution need todemonstrate that they can add value to the institution (Harari, 1993), thus to produce quality individuals we needquality teachers.The economic upheavals have compelled people to rethink and bring a new perspective to workplace values throughspirituality. People have started promoting co-operation rather than fear at the work place. (Labbs.J.J, 1995)Spirituality helps in instilling values and builds culture in an institution.

(Jurkiewicz & Giaccalone, 2004) High Spirituality makes employees more responsible and even loyal. (Rego & Cunha, 2008) Spiritual Intelligence helps teachers to carry out their functions as teachers. Teachers are regarded as someone very high in society. (Emmon, 2000). Spiritual Intelligence helps teachers solve global problems as it creates global awareness. (Sisk, 2008)

UNESCO in 1996 said that "Education should contribute to every person's complete development –mind and body, intelligence, sensitivity, aesthetics appreciation and spirituality"Many institutions are now making effort to achieve success by using all its potential to maximize commitment, job satisfaction and internal motivation of employees through various spiritual domains (Mallik, Danish, & Ali, 2010).People with higher level of spirituality have healthier, happier and more productive lives at work (Tischler, Biberman, & and Mckeage, 2002).

Spirituality is considered one of the key factors for the success of the educational institutions and ultimately for theprofessional life of the teachers.In the present preview of modernization, the quality of being spiritually intelligent is necessary for the teachers too.Teachers must have high spiritual intelligence which will be the highest guidance to them to carry out their functionsas teachers with the highest regards and as noble as possible. The major role of a holistic educator is to awakencreativity and Spiritual Intelligence of learners (Colalillo Kates, 2002).

It is important to make teachers spiritually intelligent as they can then enlighten and guide future educationalreforms and policies in relation to both contents and methods for the holistic development of the individuals.Spiritual intelligence brings in teachers the ability to create meaning, based on deep understanding and the positiveattitude to solve problems. They are generally well satisfied with their workplace (Vaughan, 2002) gave three components of spiritual intelligence: - the ability to create meaning based on deep understanding of existential questions, an awareness of and the ability to use multiple levels of consciousness in problem solving, an awareness of the interconnection of all beings to each other and to the transcendent. (Dincer, 2009) Mentioned that spiritual intelligence provides a sense of personal wholeness, goal and direction, he pointed out that teachers with high level of spiritual Intelligence are able to mould students of all age groups to experience a wholesome life, filled with self-respect and creativity.

Objectives
a) To find spiritual intelligenceof teachers
b) To find self-efficacy of teachers
c) To examine correlation of spiritual intelligence and self-efficacy

Spirituality as reported by many researchers is relatedness or connectedness to self, others and the higher power. It isoften said that what one does on earth should be meaningful and beneficial to the individual, the institution, the community and mankind as a whole."Spiritual values are essential for people to excel and grow." (Giaccalone & Jurkiewicz, 2004). Spirituality helps ininstilling values and builds culture in an institution. "Spiritual Values transcend knowledge and skills. Mostresearchers believe that spiritual intelligence is the experienced ability that allows individuals to achieve greaterknowledge and understanding and provide background to achieve perfection and progress in life.One who has internalized spiritual values will be more confident. The goal of spirituality is typically to reach ahighly evolved personal state or attainment of one's highest potential, which in turn can lead to greater creativity, motivation and institutional commitment. Those who are guided by spiritual values are confident of theirperformance and this state of mind might provide added strength to handle multi-tasking.Spirituality is concerned with unity, coherence and balance in both the individual and institutional life. It acknowledges the sacredness and connectedness to a divine source and to communities of people. Generally people have

their own screening mechanism using their spiritual values; they know whether what they are doing is ethicalor unethical. This is where spiritual values help, because they govern them.

Work place spirituality helps employees to achieve their goals without diminishing their creativity and helps them todeal with stressful work environment. (Altaf.A & Awan, N.A, 2011). Workplace spirituality enhances work place performance. (Jurkiewicz, C.L & Giaccalone, R.A 2004). Spirituality is an element of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals (Emmons.R, 2000)).

Zohar & Marshall (2000) defined spiritual intelligence as intelligence with which people address and solve problem of meaning and value, place their actions and lives in a wider and richer meaning, the ultimate intelligence. The intelligence with which people can assess that one course of action or one life-path is more meaningful than the other. Amram & Dryer (2007)) have identified five construct of spiritual Intelligence; they are Consciousness, Transcendence, Grace, Meaning and Truth.

Teacher's Role (Commitment & Performance)
A teacher's role should ideally include integration and application of knowledge and skills besides teaching. Integrity is a prerequisite to personal success and for developing leadership skills. People who have integrity buildtrust in their relations with others and they are valued as friends, colleagues, mentors and supervisors. They arerespected and counted on to do what is right. They are able to balance respect and responsibility and they are able toshare their values with others. "A teacher shows the way to others, thinks well about them and also wants them to excel.Education should contribute to every person's complete development- mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality." (UNESCO, 1996).

Many researchers through their observations have discovered that trust, creativity, honesty, sense of personal engagement, institutional commitment, job satisfaction, job involvement, job consciousness and motivational levelof employees can be increased with the growth of spirituality in an institution.

Link between Spiritual Intelligence and Self efficacy
Little attention has been paid tothe link between spiritual intelligence, performance and job satisfaction. Rastgar, Davoudi, Oraji, & Abbasian (2012) found that there is no significant relationship between Spiritual Intelligence and job satisfaction, whereas, Jelodar & Goodarzi (2012), Khorshidi & Ebadi (2012) showed that there is significantpositive relationship between these two variables.

Zohar & Marshall (2000) stated that when Spiritual Intelligence is high, we appear to be intellectual and well-behaved, however when spiritual intelligence is low, people will appear to have problematic behaviour. They statedthat people with high Spiritual Intelligence demonstrated high measures of satisfaction and performance.In a survey

conducted in 1998 in America on 800 professionals, it was asked if their spiritual lives were influencedby their positions. 33 percent responded that work was responsible for "greatly improving" their spirituality. It issignificant to recognize that developing spirituality in a work setting is more about bringing out a quality that isalready present and not about teaching something that is not there.

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Hypothesis
1) There would be positive correlation between spirituality and self-efficacy.
2) There would be no correlation between spirituality and self-efficacy.

2. Methodology

Sample 20 Teachers males and females were taken from a school of Gandhidham city. School was purposively selected; all teachers of high school and higher secondary section were taken. They were in the age bracket of 22 - 35 years. Cluster sampling technique was used to select the sample. Procedure Two paper and pencil questionnaires of Self efficacy (Bandura) and The Spiritual Intelligence Self Report Inventory 2008 (SISRI 24) were distributed among the sample. The Sample filled out the questionnaires on the spot. It took about 15 minutes to complete both the questionnaires.

Tools
1) The Spiritual Intelligence Self Report inventory 2008 (David King) Total 24 items, 5point rating scale.
   0 Not 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
   Total 24 items Range 0-96
   Four factors * Critical Existential Thinking (CET)
   *Personal Meaning Production (PMP)
   * Transcendental Awareness (TA)
   * Conscious State expansion (CSE)
   Reverse Coding for item 6

2) Self Efficacy test of Bandura 2006 it has 10 statements
   1 Not at all true
   2 Hardly true
   3 Moderately true
   4 Exactly true

Variable	Correlation	Interpretation
Spirituality Self Efficacy	.80	High correlation

After getting the data from the sample, correlation coefficient was computed. Pearson Product Moment Correlation method was used to compute the correlation. The aim of this study is to find out the correlation between

spirituality and self-efficacy. The people who are spiritual are able to perform well.

3. Discussion

With the Pearson Product Moment correlation method the correlation coefficient was computed, the correlation coefficient between spirituality and self-efficacy is.80 which indicates high positive correlation between these two aspects of life. On the basis of the result, the above table was prepared. The results obtained show that there is a high positive correlation between spirituality and self-efficacy. Thus, the research hypothesis of this study is proved that there would be positive correlation between spirituality and self-efficacy. The null hypothesis of this study has been rejected.

Implications
a) **School Management**: It would help management to train and retain good teachers and thus frame relevantHR policies.
b) **Teachers**:-The study would help teachers to adopt innovative teaching methods, lay more emphasis on unity, coherence and balance in both, the individual and institutional life, and have job satisfaction.
c) **Students**: - The students' holistic development would be possible. It is imperative to see that they are happy and contributing to the growth positively.

4. Conclusion

Though spirituality in the life of human beings is an old concept, it is being revisited with lot ofconviction and confidence. As Rigveda rightly says, "**Aanobhadrahakratavoyantuviswataha**" – Let noble thoughts come to us from every side**.** Honesty, Creativity, Kindness, Dependability, Confidence and Courage, these internal values are interconnected to factors such as - Sense of purpose, High ethical standards, Acceptance, Peace, Trust, Respect, Understanding, Appreciation, Care, Involvement, and Helpfulness. All these factorsbuild team spirit and enhance performance which in turn fosters self-esteem of the employee and leads to jobsatisfaction.People wish to see a meaning and value in their life and work and are also willing to make a differencein the lives of others. Thus, spirituality is the core that leads to the ultimate level of intelligence without any religious biasand also helps to understand self in a better way. Sogyal Rinpoche says in the Tibetan book of living and Dying "True spirituality is to be aware that if we areinterdependent with everything and everyone else, even the smallest, least significant thought, word and action has real consequences throughout the universe." So, teachers as builders of the community and nation ought to be aware oftheir deeper nature and their conscious development requires them to value their deeper nature in taking next steps.

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