



Spiritual Intelligence of Secondary school Teachers in Prayagraj City.

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Abstract:

The backbone of the country is its teachers. Teachers are responsible for the destiny of the entire country. The destiny of children is greatly influenced by teachers. The teachers' ability to achieve goals and solve difficulties is aided by their spiritual intelligence. One of the many bits of intelligence that humans possess is spiritual intellect. According to its definition, it is the capacity to respond to situations with wisdom and compassion while preserving both inner and outer calm (equanimity). Spiritual intelligence is something that each of us can develop, just like any other intelligence. It consists of self-knowledge, global awareness, ego mastery, and a strong spiritual presence. Spirituality is the conviction that there is "something bigger than myself," or a Creator Source, and the desire to communicate with that Source. Simply put, spirituality is a healthy way of living. People also appear to be continually pushing themselves to raise their standard of living. The present study focuses on spiritual intelligence of secondary school teachers in the Prayagraj city. The present study was carried out on a representative sample of 100 secondary school teachers from various Government and Private schools selected in the Prayagraj City . The sample was selected using a random sampling technique.

Introduction:

Teaching is a noble profession. Teachers play a critical role in shaping children's lives. Teachers play an important role in an educational institution by providing their students' knowledge with an edge and enriching the talents that are present within them.

Along with aptitude, those who truly want to teach in schools should also have the following qualities which are not optional but rather crucial contagious optimistic attitude, interest, healthy values, strong motivational power, adjusting skills, patience, etc.

Consequently, a teacher's spiritual quotient should be high. The term "spiritual quotient" refers to the knowledge, skills, and conduct necessary to discover moral and ethical paths to guide us through life and ensure commitment, inner-self harmony, and inter-personal relationships. High spiritually intelligent teachers reinterpret events and see them in a larger context. They approach the teaching process holistically and

encourage pupils to think critically and creatively on their own. Consequently, the goal of the current study is to comprehend the spiritual intelligence of secondary school teachers.

Significance of Study:

Spiritual intelligence and teaching competency plays a pivotal role in the careers of teachers. As teacher is the only one who is responsible for the future of the society and should know about the primary concern of our lives. A teacher should be affluent in spiritual resources, values and qualities in different ways that enhance the moral fibre and well-being of the students.

Thus, the spiritual quotient of a teacher should be good. Spiritual Quotient refers to the skills, abilities and behaviour required to find moral and ethical path to help us through life, which ensures commitment, connectedness and harmony with our inner-self, inter-personal relationships. Teachers with high spiritual intelligence reframe and perceive things in a wider context. They have a holistic approach towards the whole teaching process and engage students to think critically and creatively for themselves. Very few studies have been done in the district of Prayagraj in relation to spiritual intelligence. Therefore, the researcher has taken this topic to carry on the research. Hence, the present study is an attempt to understand the Spiritual Intelligence of Secondary school teachers.

Objective Of the Study:

1. To study the spiritual Intelligence of secondary school teachers of government and private schools.

Research method:

For the present study the investigator will adopt descriptive survey research method.

Sample Selected for the Study:

The sample for the study will consist of 100 secondary school teachers

Tool Used:

Tools will be used –

Roquiya Zainuddin & Anjum Ahmed : Spiritual intelligence Test

Analysis and Interpretation:

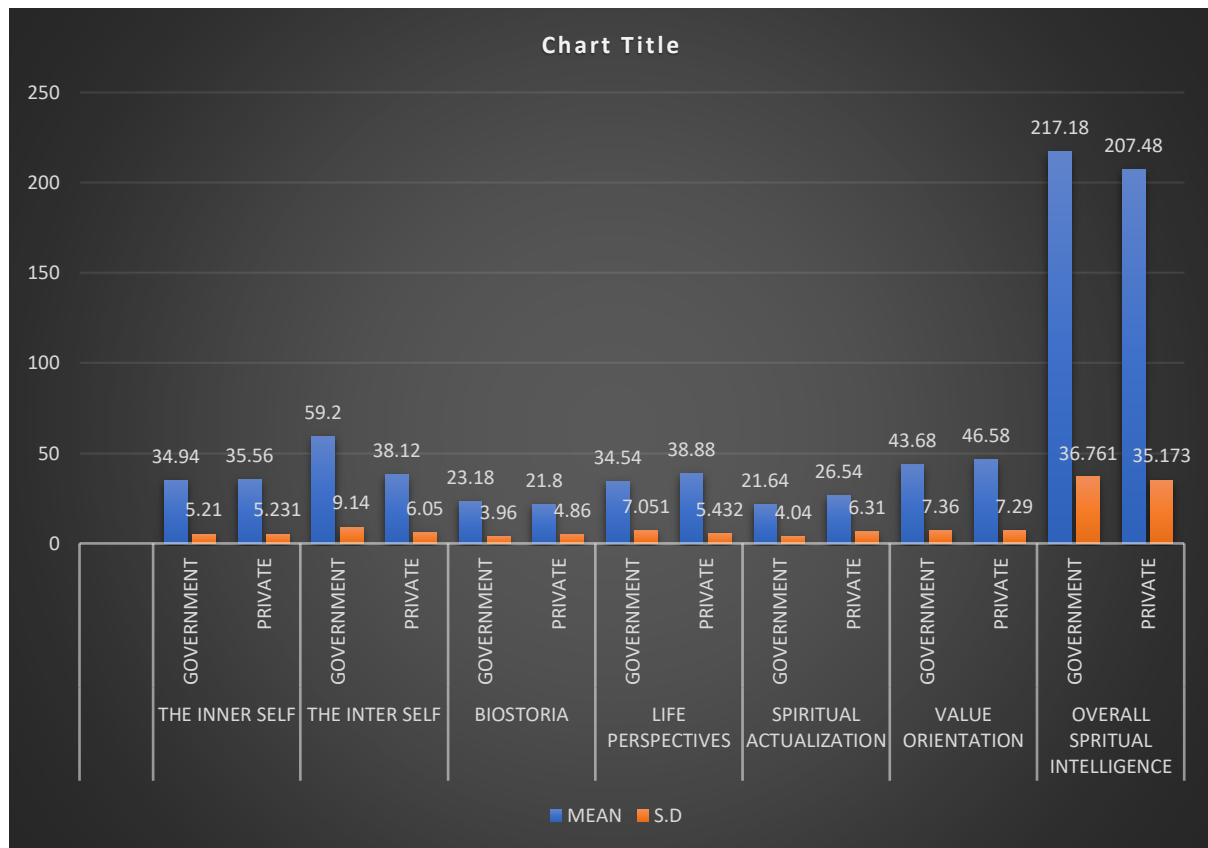
Analysis and interpretation of data is a measuring step in the research, it aims to find the meaning of the Raw data. It is very essential in research to analyze and interpret the collected data in the tabular form. This chapter

is devoted to analysis and interpretation of the data. The collected data was scored, tabulated and analyzed in the light of the objectives of the study.

Table no. 1.1: Spiritual Intelligence of Government and Private Secondary School Teachers.

S.NO.	DIMENSIONS	FACTORS	N	MEAN	S.D	t value
A	THE INNER SELF	GOVERNMENT	50	34.94	5.21	0.595
		PRIVATE	50	35.56	5.231	
B	THE INTER SELF	GOVERNMENT	50	59.2	9.14	*2.581
		PRIVATE	50	38.12	6.05	
C	BIOSTORIA	GOVERNMENT	50	23.18	3.96	1.556
		PRIVATE	50	21.8	4.86	
D	LIFE PERSPECTIVES	GOVERNMENT	50	34.54	7.051	*2.121
		PRIVATE	50	38.88	5.432	
E	SPIRITUAL ACTUALIZATION	GOVERNMENT	50	21.64	4.04	1.342
		PRIVATE	50	26.54	6.31	
F	VALUE ORIENTATION	GOVERNMENT	50	43.68	7.36	1.979
		PRIVATE	50	46.58	7.29	
TOTAL	OVERALL SPRITUAL INTELLIGENCE	GOVERNMENT	50	217.18	36.761	1.695
		PRIVATE	50	207.48	35.173	

(*Significant at 0.05 level)

Fig1.1 Graph Representing of Mean , SD of Spiritual Intelligence Secondary School Teachers.

Observation of the table no. 1.1 Reveals that there is no significance difference between spiritual intelligence of Government and private Secondary school teachers at 0.05 level. The Mean is 217.18 and SD is 36.761 of Government secondary School Teachers The mean is 207.48 and SD is 35.173 of Private Secondary School Teachers with T value of 1.695 which is less than 1.98 the table value of T. So, it has no significant difference in Spiritual Intelligence of Government and Private Secondary School Teachers

The finding is supported by **Sethi (2015)** which was conducted on the topic spiritual intelligence as related to the competence of secondary School teachers. This study is based on 100 sample of secondary school teachers from Abohar and Dabwali cities. The finding reveal that there is no significant difference in spiritual intelligence of Government and private Secondary School Teachers.

Conclusion and Suggestion:

Spiritual intelligent teachers have better teaching competency. Spiritual intelligent teachers have positive outlook and may be work effectively in limitations which enables them competent enough in their teaching profession. Spiritual intelligent people have achieved the need of Self actualisation. Highly spiritual intelligent teachers have more control on their lives and limitations. They properly know what they want to be and what they want to do. They always maintain the inner peace which helps them to act calmly and in the right way with

the adverse situation within the class room and out of the classroom. They can manage the classroom effectively. Spiritual intelligent teachers can work better in poor facilities and infrastructures. Highly spiritual intelligent teachers always keep good relations and manners with his colleagues and students. They possess mastery over their professional skills, abilities and competencies. They do have better teaching competency than the teachers with low or normal spiritual intelligence.

Teachers can also be motivated to join faculty development Programme for increasing their communication, inter-personal skills and competency in teaching.

The results of the study may help the educational planners, policy makers to rethink the educational conditions of rural area which will reduce the gaps between the rural and urban area and the teachers of rural area would be more competent in teaching.

As the spiritual intelligence and teaching competency plays a pivotal role in the careers of teachers and educational development of students; it can be enhanced by taking appropriate actions if it is found low in the teachers of schools. The quality of education depends on the quality of teachers. The teacher preserves the tradition, culture, values and norms of the society. Today as never before, teachers require to be empowered to strengthen their level of competency in teaching to compete with technically developed society and spiritually intelligent to cope up with the complex diversified world. The teacher education programme has to be effective enough to produce teachers who are competent of fulfilling the expectations and demands of the students, parents and the society. This mission will be attainable, if the teachers have the sound spiritual intelligence, interest in teaching, respect for values and faith in self.

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