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A Study Of Spiritual Intelligence Of Secondary School Teachers In Relation To School Variables

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Abstract

This study examines secondary school teachers' spiritual intelligence in connection to a number of school-related variables. It aims to assess secondary school teachers' spiritual intelligence levels according to (a) school type, (b) medium of instruction, and (c) school area. Based on these variables, it also looks for any visible variations in teachers' spiritual intelligence. Two hundred secondary school teachers from Ahmedabad schools made up the sample. The findings revealed no significant difference in spiritual intelligence with respect to school area, medium of instruction or type of school.

Introduction

People who are spiritual are better able to comprehend life's most profound facets (Zohar & Marshall, 2000). It links us to a feeling of global solidarity that is ingrained in each and every person (King & DeCicco, 2009). Indian culture has always included spiritual psychology through spiritual healing and meditation. Nearly everyone practices spirituality, which is a vital source of care and direction in life (Emmons, 2000).

STATEMENT OF THE PROBLEM

The present study is entitled "A Study of Spiritual Intelligence of Secondary School Teachers in Relation to School Variables".

OPERATIONAL DEFINITION

The term "spiritual intelligence" describes one's own development and life path. It entails letting go of old grudges and realizing that we are a part of something bigger. Recognizing that nature should not be exploited also affects how we perceive and utilize the resources that surround us.

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OBJECTIVES OF THE STUDY

1. To examine secondary school teachers' spiritual intelligence levels using the following sub-samples: a) School Area, b) School Medium, and c) School Type.

2. To investigate the average variations in spiritual intelligence according to a) school area, b) school medium, and c) school type.

HYPOTHESES OF THE STUDY

1. Secondary school teachers from the following sub-samples have an average level of spiritual intelligence: a) School Area, b) Medium of School, and c) Type of School.

2. There is no significant mean difference in the spiritual intelligence of secondary school teachers based on a) school area, b) school medium, and c) school type.

METHOD OF THE STUDY

The aim of the research is to investigate the importance of spiritual intelligence in secondary school educators. To better comprehend and handle important educational issues, this entails interpretation, comparison, measurement, classification, evaluation, and generalization (Best & Kahn, 2006; Koul, 2009).

POPULATION

All secondary school instructors employed by Ahmedabad schools make up the study's population.

SAMPLE OF THE STUDY

200 teachers from secondary school of Ahmedabad were chosen for a sample of this study using a straightforward random sampling technique.

VARIABLES USED IN THE STUDY

Spiritual intelligence

DEMOGRAPHIC VARIABLES

Area of School: Rural / Urban

Medium of School: Gujarati & English

Type of School: Aided / Private / Government

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TOOL USED FOR THE PRESENT STUDY: The Spiritual Intelligence scale developed by Santosh Dhar and Upinder Dhar (2010).

DESCRIPTION OF THE TOOL

The items on the Spiritual Intelligence Test use a five-point rating scale, and the total number of items on the test is 34 in number. A score of five is awarded to the response that indicates higher spiritual intelligence, while the score of one is awarded to the response that indicates low spiritual intelligence.

RELIABILITY AND VALIDITY

Intrinsic reliability (Cronbach's Alpha) of the scale was .787 and the split-half reliability was .778. Inter-dimensional correlation was significant; therefore the results confirmed the content validity. Additionally, the factor analysis supported the factorial validity.

STATISTICAL TECHNIQUES USED IN THE STUDY

The main statistical methods used are:

1. Descriptive Analysis – Mean and SD

2. Differential Analysis – 't' test and 'F' test

DESCRIPTIVE ANALYSIS FOR SPIRITUAL INTELLIGENCE SCORES OF SECONDARY SCHOOL TEACHERS

Table 1

MEAN AND S.D. SCORE OF SECONDARY SCHOOL TEACHERS ON SPIRITUAL INTELLIGENCE

Demographic Variables	Sub-Samples	N	Mean	SD
Area of School	Rural	70	96.86	10.87
	Urban	130	95.42	9.26
Medium of School	English	79	94.50	8.18
	Gujarati	121	96.85	10.73
Type of School	Aided	79	94.89	7.74

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Demographic Variables	Sub-Samples	N	Mean	SD
	Private	69	95.07	9.90
	Government	52	97.48	11.30
Entire sample		200	95.92	9.84

Area of School

The table shows the comparison of mean score tests on spiritual intelligence among rural and urban teachers, at 96.86 and 95.42, respectively. This indicates that both rural and urban teachers fall within the average category with regard to spiritual intelligence.

Medium of School

The mean scores for English and Gujarati medium teachers are 94.50 and 96.85, respectively. This indicates that both groups have an average level of spiritual intelligence.

Type of School

The mean scores for aided, private, and government teachers are 94.89, 95.07, and 97.48, respectively. This displays that teachers in all types of schools demonstrate an average level of spiritual intelligence.

DIFFERENTIAL ANALYSIS FOR SPIRITUAL INTELLIGENCE SCORES OF SECONDARY SCHOOL TEACHERS

Table 2

MEAN, S.D. AND t-SCORE OF RURAL AND URBAN SECONDARY SCHOOL TEACHERS ON SPIRITUAL INTELLIGENCE

Area of School	N	Mean	SD	't' Value	Level of Significance
Rural	70	96.86	10.87	0.957	Not Significant
Urban	130	95.42	9.26		
Total	200	95.92	9.84		

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The table indicates that the mean score for rural and urban teachers on spiritual intelligence is 96.86 and 95.42, with corresponding standard deviations of 10.87 and 9.26. The t ratio for these groups is 0.957, which is not significant at the 0.05 level. Therefore, the hypothesis stating that there is no significant difference between rural and urban teachers' mean scores on spiritual intelligence is accepted.

Table 3

MEAN, S.D. AND t-SCORE OF ENGLISH AND GUJARATI MEDIUM OF SCHOOL TEACHERS ON SPIRITUAL INTELLIGENCE

Medium of School	N	Mean	SD	't' Value	Level of Significance
English	79	94.50	8.18	1.611	Not Significant
Gujarati	121	96.85	10.73		
Total	200	95.92	9.84		

The table shows that the mean scores for English and Gujarati medium teachers are 94.50 and 96.85, with standard deviations of 8.18 and 10.73, respectively. The t ratio for these groups is 1.611, which is not significant at the 0.05 level. Hence, the hypothesis that there is no significant difference between English and Gujarati teachers' mean scores on spiritual intelligence stands accepted.

Table 4

F - SCORE OF TYPE OF SCHOOL OF SECONDARY SCHOOL TEACHERS ON SPIRITUAL INTELLIGENCE

Source of Variation	Sum of Squares	df	Mean Squares	'F' Value	Level of Significance
Between Groups	283.044	2	141.522	1.466	Not Significant
Within Groups	19013.061	197	96.513		
Total	19296.105	199	---------		

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Type of School	Sample Size (N)	Mean Score (M)	Standard Deviation (SD)
Aided	79	94.89	7.74
Private	69	95.07	9.90
Government	52	97.48	11.30
Total	200	95.92	9.84

The mean scores of aided, private and government school teachers on spiritual intelligence are 94.89, 95.07 and 97.48, respectively. The F ratio for these groups is 1.466, which is not significant at the 0.05 level. Hence, the hypothesis that there is no significant difference in the mean scores of spiritual intelligence of teachers on the basis of type of school stands accepted.

Major Findings of the Study

On the basis of the analysis of data collected from 200 secondary school teachers, the following findings were drawn:

1. Area of School: There is no significant difference in the spiritual intelligence of rural and urban secondary school teachers (t = 0.957, not significant at the 0.05 level).

2. Medium of School: There is no significant difference in the spiritual intelligence of English and Gujarati medium secondary school teachers (t = 1.611, not significant at the 0.05 level).

3. Type of School: There is no significant difference in the spiritual intelligence of teachers of aided, private and government schools (F = 1.466, not significant at the 0.05 level).

Conclusion

The present study concluded that secondary school teachers have a similar, average level of spiritual intelligence irrespective of the area of school (rural/urban), the medium of instruction (Gujarati/English) and the type of school (aided/private/government). School-related variables thus do not make a significant difference to teachers' spiritual intelligence. Since spiritual intelligence encourages a holistic approach to teaching and learning, it is important for teacher educators and school administrators to nurture it in teachers through programmes such as meditation, value education and reflective practice.

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