

LIFE SATISFACTION OF SECONDARY SCHOOL TEACHERS IN RELATION TO SPIRITUAL INTELLIGENCE

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Abstract

Spiritual intelligence is correlated with psycho-social measures like self-esteem and positive feelings. In this paper spiritual intelligence in relation to life satisfaction of secondary school teachers has been studied. A sample from 600 secondary teachers working in different government, private and aided schools was taken. Correlation technique 'r' was employed to find relationship between spiritual intelligence and life satisfaction of total sample, gender-wise and based on type of school. A positive correlation between spiritual intelligence and life satisfaction of total sample, as well as for demographical variables was found.

Keywords : Life Satisfaction, Spiritual Intelligence

Spiritual intelligence is the intelligence with which we assess our deepest meanings, purposes of life and our highest motivations. It is needed to know the meaning of our existence. It illumines our way and aids our quest for a deeper knowledge and enlightenment of life. Spiritual intelligence denotes a set of adaptive mental capacities which are based on nonmaterial and transcendent aspects of reality, specifically those which are related to the nature of one's existence, personal meaning, transcendence, and expanded states of consciousness. When applied, these processes are adaptive in their ability to facilitate unique means of problem-solving, abstract-reasoning, and coping. It is the capacity to critically contemplate the nature of existence, reality, universe, space, time, death and other existential or metaphysical issues. Other authors (Gardner, 1983; Halama & Strizenec, 2004; Shearer, 2006; Tupper, 2002) support the inclusion of an existential intelligence. One must actually be able to contemplate such existential issues using critical thinking, and in some cases come to original conclusions or personal philosophies regarding existence and reality. Spiritual intelligence also involves the capacity to apply this form of thinking to other issues or experiences (i.e., thinking about the issues critically in relation to one's existence).

Spiritual intelligence is not a static product but dynamic and fluid process and can transform one's personal and community life (Noble, 2001). Spiritual intelligence is correlated with better psycho-social measures like self-esteem and positive feelings (Hammermeister & Peterson 2001). Teichmann, Murdvee & Saks (2006) examined quality of life domains as correlates of spirituality found that

spirituality was related to all quality of life domains (physical health, psychological wellbeing, level of independence, social relationships and environment). Jeloudar, Yunus, Roslan and Nor (2011) studied differences between teachers gender and their spiritual intelligence and found no significant differences in spiritual intelligence between male and female teachers. Koohbanani, Dastjerdi, Vahidi, GhaniFar (2012) revealed that there is generally no meaningful relation between spiritual intelligence and life satisfaction, but spiritual intelligence together with emotional intelligence has a meaningful relationship with life satisfaction. Difference in the type of school affects the life satisfaction of teachers (Singh, 2012). Life satisfaction is not related to spiritual intelligence (Kaur & Singh, 2013). Spiritual intelligence which is one of the soft aspects of spiritual intelligence has a significant impact on the personal and business successes of individuals (Safarnia & Mollahosseini, 2013).

PROCEDURE OF THE STUDY

Methodology

In the present study, descriptive survey method was employed.

Sample

The sample of the present study was drawn from government, aided and private secondary schools of Amritsar, Gurdaspur, and Tarn Tarn districts selected randomly. Out of which 200 teachers (100 male and 100 females) from government secondary schools, 200 teachers

(77 male and 123 females) from aided secondary schools and 200 teachers (62 male and 138 females) from private secondary schools of Amritsar, TarnTarn and Gurdaspur districts were taken.

Measures

1. Life Satisfaction Scale by Singh and Joseph (1996).
2. Spiritual Intelligence Scale by Singh, Singh and Kaur (2010).

Statistical Techniques Used

For the analysis of data Correlation analysis was carried out to find out the relationship of dependent variable i.e. life satisfaction with the independent variable of spiritual intelligence.

ANALYSIS AND INTERPRETATION

To find out, correlation between life satisfaction and spiritual intelligence of teachers co-efficient of correlation was calculated. The results are presented in the table:

Table : Correlation between life satisfaction and spiritual intelligence of secondary school teachers

Variables	N	Value of 'r'
Life Satisfaction and Spiritual Intelligence (Total sample)	600	0.700**
Life Satisfaction and Spiritual Intelligence (Males)	243	0.775
Life Satisfaction and Spiritual Intelligence (Females)	357	0.691
Life Satisfaction and Spiritual Intelligence (Govt. School teachers)	200	0.612
Life Satisfaction and Spiritual Intelligence (Private school teachers)	200	0.812
Life Satisfaction and Spiritual Intelligence (Aided school teachers)	200	0.718

**** Significant at 0.01 level**

(Critical Value 0.088 at 0.05 and 0.115 at 0.01 level, df 598)

Hypothesis 1.

"There will be no significant correlation between spiritual intelligence and life satisfaction of secondary school teachers."

The table shows that the value of correlation between life satisfaction and spiritual intelligence is 0.70, which in comparison to table values was found significant at 0.01 level of significance. Thus the null hypothesis 1, There exists no significant correlation between life satisfaction and spiritual intelligence of secondary school teachers, is rejected. The result indicates that the relationship between life satisfaction and spiritual intelligence of teachers is positively significant to each other. The results of the present study are supported by the findings of Zimmer (1994), found spiritual calling has significant relationship to meaningful and attractive qualities in teacher's personal attitude and teaching career; Noble (2001), found spiritual intelligence can transfer one's personal and community life; Petnaude (2006), found spiritual wellness played an important part in the lives of college students; while the study of Creel (2000) shows negative correlation of spiritual intelligence with life satisfaction.

Hypothesis 2.

"There will be no significant correlation between spiritual intelligence and life satisfaction of male secondary school teachers."

The above table shows that the value of correlation between life satisfaction and spiritual intelligence of male secondary school teachers is 0.775, which in comparison to table values was found significant at 0.01 level of significance. Thus the null hypothesis 2, There exists no significant correlation between life satisfaction and spiritual intelligence, is rejected. The result indicates that the relationship between life satisfaction and spiritual intelligence of male teachers is positively significant to each other. The results of the present study are not supported by the findings of Jeloudar, Yunus, Roslan and Nor (2011), found no significant differences in spiritual intelligence between male and female teachers.

Hypothesis 3.

"There will be no significant correlation between spiritual intelligence and life satisfaction of female secondary school teachers."

The above table shows that the value of correlation between life satisfaction and spiritual intelligence of female secondary school teachers is 0.691, which in comparison to table values was found significant at 0.01 level of significance. Thus the null hypothesis 3: There exists no significant correlation between life satisfaction and spiritual intelligence, is rejected. The result indicates that the relationship between life satisfaction and spiritual

intelligence of female teachers is positively significant to each other.

Hypothesis 4.

“There will be no significant correlation between spiritual intelligence and life satisfaction of government secondary school teachers.”

The table shows that the value of correlation between life satisfaction and spiritual intelligence of Government secondary school teachers is 0.612., which in comparison to table values was found significant at 0.01 level of significance. Thus the null hypothesis 3, There exists no significant correlation between life satisfaction and spiritual intelligence of government secondary school teachers, is rejected. The result indicates that the relationship between life satisfaction and spiritual intelligence of government secondary school teachers is positively significant to each other.

Hypothesis 5.

“There will be no significant correlation between spiritual intelligence and life satisfaction of private secondary school teachers.”

The table shows that the value of correlation between life satisfaction and spiritual intelligence of private secondary school teachers is 0.718., which in comparison to table values was found significant at 0.01 level of significance. Thus the null hypothesis 3, There exists no significant correlation between life satisfaction and spiritual intelligence of private secondary school teachers, is rejected. The result indicates that the relationship between life satisfaction and spiritual intelligence of private secondary school teachers is positively significant to each other.

Hypothesis 6.

“There will be no significant correlation between spiritual intelligence and life satisfaction of aided secondary school teachers.”

The table shows that the value of correlation between life satisfaction and spiritual intelligence of aided secondary school teachers is 0.812, which in comparison to table values was found significant at 0.01 level of significance. Thus the null hypothesis 3, There exists no significant correlation between life satisfaction and spiritual intelligence of aided secondary school teachers, is rejected. The result indicates that the relationship between life satisfaction and spiritual intelligence of aided secondary school teachers is positively significant to each other.

Hence, it may be concluded that spiritual

intelligence and life satisfaction of teachers are related to each other.

EDUCATIONAL IMPLICATION:

- (i) There is a wide and huge cry about the deteriorating values in the society including teachers and students. To inculcate values among them there is a need to bridge the gap between academic and spiritual education. It is essential to encourage them to let their intellectual life be guided by their hearts and not by achievements only. The students can learn these things from their teachers and the teachers in turn will be able to do so only if they are mature enough and possess the qualities of spiritualism.
- (ii) Many spiritual leaders have given importance to an alliance between being spiritual and being engaged. Therefore programs for teachers should be designed accordingly to foster this connection. This can help the teachers to develop a sense of purpose in life which may lead to greater life satisfaction. As a satisfied will be a better and effective teacher
- (iii) Spiritual awakening helps in overcoming negative event, people and influence. Spiritually intelligent teachers with qualities like unconditional love, forgiveness, acceptance, compassion, empathy, wisdom etc. are an asset to the society. These awakened teachers are the real mentors who can teach right path to the teachers and society at large.

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