

SPIRITUAL INTELLIGENCE AND TEACHING
COMPETENCY OF SECONDARY SCHOOL TEACHERS IN
SOUTH BENGAL

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ABSTRACT

Teaching profession is becoming more challenging and needs more competent teachers to meet the demand of complex classroom situations. Teachers must keep the inner peace and self-control in adverse situation at workplace and classroom. In the complex globalized multicultural society apart from emotional and social intelligence, spiritual intelligence helps teachers to teach competently. The purpose of the present study is to know about the spiritual intelligence in relation to teaching profession. The present research aimed to study and compare the Spiritual Intelligence, Teaching Competency of Secondary School Teachers with respect to Gender and Locality and to find out the influence of spiritual intelligence on teaching competency of secondary school teachers. Two standardised scales were used for data collection. The data was analysed using t- test and ANOVA. The findings of this study revealed that, spiritual intelligence and teaching competency are gender free concept. On the other hand Spiritual intelligence and teaching competencies differs to locality. Category wise difference of teachers in Spiritual Intelligence differs in Teaching Competency. The researcher concluded that highly spiritual intelligent teachers have positive outlook and may work effectively in limitations which enables them competent enough in their teaching profession.

Key words: Spiritual Intelligence Teaching Competency

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Introduction

In today's globalized world, a teacher's role is quite versatile. Their task is to counsel pupils, help them learn how to use their knowledge and consolidate it into their lives so they will act as a valuable member of the society. Intellectual ability is an important factor in predicting teacher's success. But skills and teaching competency are essential ingredients to be professional teacher. In today's world, teacher must develop the competencies essential for 21st Century.

Hence teaching competency means the right way of transferring units of knowledge, application and skills to the students. Gonzales & Wagenaar define competence as 'a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values' (Gonzales & Wagenaar, 2005 p. 9). The National Council of Teacher Education has identified ten teacher competencies for making the teachers professionally comfortable such as: Contextual Competencies, Conceptual Competencies, Content Related Competencies, Transactional Competencies, Educational Activities Related Competency etc.

So besides teaching competency, temperament, leadership and attitude are the important attributes which are related to the capabilities generally known as —Spiritual intelligence—are equally essential in teaching-learning process. During the early 1990s Intelligent Quotient became the main concern among the psychologists and in the middle of 90s Daniel Goleman familiarized the concept of Emotional Intelligence or Emotional Quotient (EQ) which gives compassion, empathy, motivation to an individual. Goleman mentioned that EQ is the main need for the useful use of IQ. Now at the end of the century, the concept of third 'Became popularized. Human Intelligence consists of IQ, EQ along with SQ- Spiritual Quotient or Spiritual Intelligence. Danah Zohar originated the term "spiritual intelligence" and introduced the idea in 1997 in her book 'Rewiring the Corporate Brain'. According to him, "SQ gives us the ability to discriminate. It gives us our moral sense, an ability to temper rigid rules, with understanding and compassion and an equal ability to see where compassion and understanding have their limits." SQ is the vital and mandatory for the productive functioning of IQ and EQ. Howard Gardner gave the concept of "Multiple Intelligences" in his book *Frames of Mind* in 1983. In 1999, Gardner suggests in his book *Intelligence Reframed* that one might include a

“philosophical intelligence” which would compound spiritual, moral, emotional, transcendental, cosmic and religious intelligence. Nasel (2004) defines spiritual intelligence as the “ability to draw on one's spiritual abilities and resources to better identify, find meaning in, and resolve existential, spiritual and practical issues. Such resources and abilities, be it prayer, intuition, or transcendence, ought to be relevant to facilitating an individual's capacity for finding meaning in experiences, for facilitating problem solving, and for enhancing an individual's capacity for adaptive decision making”. According to Wigglesworth, Cindy (2012) Spiritual Intelligence is “the ability to behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation.” Stephen Covey defines Spiritual Intelligence as “the most fundamental of all the intelligences, because it becomes the sources of guidance for the others.”

Zohar stated 12 principles of Spiritual Intelligence such as-

- Self-Awareness: Knowing that which an individual believes in and value. And what deeply motivates him.
- Spontaneity: Living and being responsive to the present moment.
- Being vision and value –led: Acting according to the principles and deep beliefs
- Holism: Seeing the larger connections, relationships and sense of belonging
- Compassion: Fellow feelings and deep empathy
- Celebration of Diversity: valuing other peoples with their diversity
- Field Independence: Standing against the crowd with having owns belief.
- Humility: Having a feeling of being a player in a larger drama in the world.
- Tendency to ask fundamental “why?” question.
- Ability to reframe: Seeing a situation or problem in terms of wider context.
- Positive use of adversity: Able to learn and grow from mistakes suffering.
- Sense of Vocation: Feeling for to serve, to give something back.

According to Zohar and Marshall (2000), Spiritual Quotient (SQ) the ultimate intelligence helps to Emotional Quotient and Intelligence Quotient (IQ) for functioning effectively. According to Jadav(2012), Cognitive Intelligent deals with Thinking, Emotional Intelligence is deals with Feeling and Spiritual Intelligence is about being. EQ allows judging a situation and behaving properly and SQ allows asking an individual if he wants to be in it at all, or rather change it .

Computers have high IQ because computers know that the rules are and can perform that task without making any mistake. Animals have high EQ, because they know the how to respond or react in any situation. But neither computers nor animals can change the situation as they wish. They work within the limitations. But a human being can change the situation for betterment if the person has the capacities called Spiritual Intelligence. Spiritual intelligence has become integrated with various discipline of knowledge which enables teachers to guide their life such as Philosophy, Psychology, Sociology, Civics and our day to day life.

The concept of the Spiritual intelligence is new to the field of Psychology and Education also. But it is the fundamental intelligence that human being has (Sing & Sinha, 2013). Dincer (2007) said the ways about to increase spiritual intelligence levels of educators and its positive effects on educator- pupil relationship, and its reflections in the educational environment. Spiritual intelligence increases tolerance, unity, understanding, love and peace. On the other hand many researches found the positive correlation between Spiritual Intelligence and the Teacher effectiveness. (Rachel George & Visvam, 2013.) Teacher's effectiveness essentially depends upon the teaching competencies.

National Curriculum Framework for School Education (2000) recommended that general education should help students to acquire the high standards of Spiritual Quotient, spiritual values such as punctuality, good conduct tolerance and justice. In the present education system as recommended by NCF 2000, that teacher should have the competencies to assess the SQ of the gifted children (Pages 33, 11). In this regard teachers must be familiar with the concept of Spiritual intelligence and its dimension. Spiritual intelligence helps to develop the teaching competencies in the teachers. Thus improving spiritual intelligence helps individuals toward adopting a positive outlook and in achieving inner peace. This modification in attitude improves self-motivation and control as well as helping to reduce the high stress levels commonly induced by the hectic pace of modern life (Buzan, 2001). Many personality attributes such as emotional stability, agreeableness and openness. These attributes are associated with the stable, Kind, responsible open minded and creative natures with a high level of Spiritual intelligence development. (Emmons, 2000; MacHovec, 2002.) The personality attributes also helps to develop the general teaching competencies on teachers.

In this regard teachers must have the Spiritual intelligence. in order to serve students more effectively. Spiritual Intelligence makes the teachers competent for their profession. So it is very important to know about the relationship between spiritual intelligence and teaching competencies of the teachers.

1. Objectives of the Study:

O₁: To study the Spiritual Intelligence of Secondary School Teachers in South Bengal.

O₂: To study Teaching Competency of Secondary School Teachers in South Bengal.

O₃: To study and compare the Spiritual Intelligence of Secondary School Teachers with respect to Gender (Male and Female).

O₄: To study and compare the Teaching Competency of Secondary School Teachers with respect to Gender (Male and Female).

O₅: To study and compare the Spiritual Intelligence of Secondary School Teachers with respect to Locality (Rural and Urban).

O₆: To study and compare the Teaching Competency of Secondary School Teachers with respect to Locality (Rural and Urban).

O₇: To study the influence of Spiritual Intelligence on Teaching Competency of Secondary School Teachers.

2. Hypotheses of the Study:

Few null hypotheses have been formulated for the present study. These are mentioned as follows:

H₀₁ There would be no significant difference of Spiritual Intelligence between Male and Female secondary school teachers.

H₀₂ There would be no significant difference of Teaching Competency between Male and Female secondary school teachers.

H₀₃ There would be no significant difference of Spiritual Intelligence between Rural and Urban secondary school teachers.

H₀₄ There would be no significant difference of Teaching Competency between Rural and Urban secondary school teachers.

H₀₅ There would be no significant influence of Spiritual Intelligence on Teaching Competency of secondary school teachers.

3. Delimitation of the Study:

The delimitations of the present study have been listed below:

The present Study is delimited to 200 Secondary Government aided School Teachers of three districts (Howrah, Kolkata and North 24 PGs) of West Bengal only. The study is delimited to the psychological attributes like spiritual intelligence and teaching competency only and used only two categorical variables: gender and locality.

4. Research Method

• Population

Secondary School teachers of the Government aided Schools of the three districts (Howrah, Kolkata, North 24 PGs) of West Bengal.

• Sample

200 samples selected by the Simple Random and Purposive sampling techniques from the Govt. aided schools from the above mentioned districts of West Bengal.

• Variables

• **Major:** Spiritual Intelligence, Teaching Competency

• Categorical :

- I. Gender: Male and Female
- II. Locality: Rural and Urban

The sample of 200 school teachers were classified according to Gender, Locality and Subject stream as shown in Table 1.

Table 1: Distribution of the Sample of the Study

Categorical variable		No. of Individuals	Total Sample
Locality	Rural	108	200
	Urban	92	
Gender	Male	113	200
	Female	87	

5. Results and Analysis

Table 2: Descriptive Statistics for the Scores on Spiritual Intelligence Test and Teaching Competency Test

	N	Mean	Median	Mode	Std. Deviation
Spiritual Intelligence	200	208.56	208.5	209	19.998
Teaching Competency	200	111.14	114	121	22.195

- The above table indicates that secondary teachers have the Normal Range of Spiritual Intelligence. and High Range Teaching Competency in three districts(Howrah, Kolkata, North 24 Pgs.) of West Bengal.

Results of Independent Sample T -test:

Testing of H_0 1 :

Table 3: Testing of Null Hypothesis H_0 1

Testing of Hypothesis	Independent variable	Dependent variable	N	Mean	Std. Deviation.	t	p (sig.)	Df.	Remarks
Ho1	Male	Spiritual Intelligence	11	208.57	19.162	.005	.996	198	Not significant 't' at 0.05 level. Ho1 accepted
	Female		87	208.55	21.267				

- The above table shows that in the case of H_01 results indicates that the mean of Male teachers in Spiritual Intelligence is 208.57 ($M_1 = 208.57$) and the mean of Female teachers in Spiritual Intelligence is 208.55 ($M_2 = 208.55$). $t_{(198)}$ value calculated is .005 and p value is .996 ($p > 0.05$). Hence H_01 is not rejected. So it can be concluded that there is no significant difference between male and female secondary teachers in their spiritual intelligence.

Testing of H_02 :

Table4 : Testing of Null Hypothesis H_02

Testing of Hypothesis	Independent variable	Dependent variable	N	Mean	Std. Deviation	t	p (sig.)	Df.	Remarks
H_02	Male	Teaching Competency	11	112.4	22.721	.923	.357	19	Not significant 't' at 0.05 level. H_02 accepted
	Female		87	109.49	21.510				

- The above table indicates that the mean of Male teachers' Teaching Competency is 112.42 ($M_1 = 112.42$) and the mean of Female teachers' Teaching Competency is 109.49 ($M_2 = 109.49$). $t_{(198)}$ value calculated is .923 and p value is .357 ($p > 0.05$). Hence therefore H_02 is not rejected. So it can be concluded that there is no significant difference between male and female secondary teachers in their teaching competency.

Testing of H₀₃**Table 5: Testing of Null Hypothesis H₀₃**

Testing of Hypothesis	Independent variable	Dependent variable	N	Mean	Std. Deviation.	T	p (sig.)	Df.	Remarks
Ho3	Rural	Spiritual Intelligence	108	204.77	17.612	-2.961	.003	198	't' significant at 0.05 level. Ho3 rejected
	Urban		92	213.01	21.742				

- The above table indicates that the mean of Rural teachers' Spiritual Intelligence is 204.77($M_1 = 204.77$) and the mean of Urban teachers' Spiritual Intelligence is 213.01($M_2 = 213.01$). $t_{(198)}$ value calculated is -2.961 and p value is .003 ($p < 0.05$). Hence therefor Ho3 is t rejected. So it can be concluded that there is significant difference between Rural and Urban secondary teachers in their spiritual intelligence.

Testing of H₀₄**Table 6 : Testing of H₀₄**

Testing of Hypothesis	Independent variable	Dependent variable	N	Mean	Std. Deviation	t	p (sig.)	Df.	Remarks
Ho4	Rural	Teaching Competency	108	106.05	23.889	-3.626	.0003	198	't' significant at 0.05 level. Ho4 rejected.
	Urban		92	117.13	18.416				

- The above table showed that in the case of Ho4 results indicates that the mean of Rural teachers' Teaching Competency is 106.05($M_1 = 106.05$) and the mean of Urban teachers'

Teaching Competency is 117.13($M_2= 117.13$) .t₍₁₉₈₎ value calculated is -3.626 and p value is .0003 ($p < 0.05$). Hence therefor Ho4 is rejected. So it can be concluded that there is significant difference between Rural and Urban secondary teachers in their teaching competency.

Hypothesis Testing and Analysis through One way ANOVA

Testing of H₀₅ through One way ANOVA

Table7: Testing of H₀₅

Testing of Hypothesis	Factor variable	Dependent variable	N	Mean	Std Deviation	F	P (sig.)	Df.	Remarks
Ho5	Low Spiritual Intelligence	Teaching Competency	52	105.65	20.977	5.628	.004	2, 197	F significant at 0.05 level. Ho5 rejected
	Normal Spiritual Intelligence		115	110.59	22.024				
	High Spiritual Intelligence		33	121.73	21.644				

The above table shows that

- $F_{(2,197)}$ value calculated is 5.628 and p value is .004 ($p < 0.05$). Hence, Ho5 is rejected. So it can be concluded that there is significant difference among the Low, Normal & High Spiritual Intelligent secondary teachers in their Teaching Competency.
- Hence, subsequent t-tests are required to find out which groups of spiritual intelligent (High, Normal, and Low) teachers differ in their teaching competency from other groups. For this purpose following hypotheses were formed.

Testing of H₀6- H₀8 through Independent-Samples T Tests**Testing of H₀6****Table 8: Testing of H₀6**

Testing of Hypothesis	Independent variable	Dependent variable	N	Mean	Std. Deviation	t	P (sig.)	Df.	Remarks
Ho6	Low Spiritual Intelligence	Teaching Competency	52	105.65	20.977	-	.175	165	Not significant 't' at 0.05 level. Ho6 accepted
	Normal Spiritual Intelligence		115	110.59	22.024	1.361			

- The above table indicates that the Low Spiritual Intelligent teachers' mean for Teaching Competency is 105.65 ($M_1 = 105.65$) and the Normal Spiritual Intelligent teachers' mean for Teaching Competency is 110.59 ($M_2 = 110.59$). $t_{(165)}$ value calculated is -1.361 and p value is .175 ($p > 0.05$). Hence, Ho6 is not rejected. So it can be concluded that there is no significant difference in teaching competency between Low Spiritual Intelligent and Normal Spiritual Intelligent secondary school teachers of South Bengal.

Testing of H₀₇**Table 9: Testing of H₀₇**

Testing of Hypothesis	Independent variable	Dependent variable	N	Mean	Std. Deviation	t	P (sig.)	Df.	Remarks
Ho7	Normal Spiritual Intelligence	Teaching Competency	115	110.59	22.024	-2.570	.011	146	't' significant at 0.05 level. Ho7 rejected
	High Spiritual Intelligence		33	121.73	21.644				

The above table shows that the Normal Spiritual Intelligent teachers' mean for Teaching Competency is 110.59 ($M_1 = 110.59$) and the High Spiritual Intelligent teachers' mean for Teaching Competency is 121.73 ($M_2 = 121.73$). $t_{(146)}$ value calculated is -2.570 and p value is $.011$ ($p < 0.05$). Hence, Ho7 is rejected. So it can be concluded that there is significant difference in teaching competency between Normal Spiritual Intelligent and High Spiritual Intelligent secondary school teachers of South Bengal.

Testing of H₀₈**Table 10: Testing of H₀₈**

Testing of Hypothesis	Independent variable	Dependent variable	N	Mean	Std. Deviation	t	P (sig.)	Df.	Remarks
Ho8	High Spiritual Intelligence	Teaching Competency	33	121.73	21.644	-3.401	.001	83	't' significant at 0.05 level. Ho8 rejected
	Low Spiritual Intelligence		52	105.65	20.977				

- The above table indicates that the High Spiritual Intelligent teachers' mean for Teaching Competency is 121.73($M_1 = 121.73$) and the Low Spiritual Intelligent teachers' mean for Teaching Competency is 105.65($M_2 = 105.65$). $t_{(83)}$ value calculated is -3.401 and p value is .001 ($p < 0.05$). Hence, H_0 is rejected. So it can be concluded that there is significant difference in teaching competency between High Spiritual Intelligent and Low Spiritual Intelligent secondary school teachers of South Bengal.

6. Conclusion of the Study

In the present study the researcher wanted to know about the spiritual intelligence and the teaching competency of the secondary school teachers of the south Bengal. The study also wanted to know about the relationship between spiritual intelligence and teaching competency.

The present study found that Male and female teachers are equally spiritual intelligent and competent in teaching. But the study found difference of rural area and urban area in South Bengal. Rural South Bengal Teachers are lacking behind to Urban South Bengal Teachers with respect to teaching competency and spiritual intelligence. Rural Govt. aided schools has poor infrastructures, over-crowded classrooms, lack of facilities. These drawbacks may be the causes for poor teaching competency of rural teachers.

Sing (2014) revealed that spiritual intelligence has the weakest total effect on teaching competence. Sing(2014), Maheswari (2017) found no significant correlation exists between teaching competence and spiritual intelligence. In the present study, Low and normal spiritual intelligent teachers don't differ each other in their teaching competency. But High spiritual intelligent teachers have better teaching competency than low and normal intelligent teachers. Highly spiritual intelligent teachers have positive outlook and may be work effectively in limitations which enables them competent enough in their teaching profession. According to Dhar & Dhar (2010), one of the dimensions of spiritual intelligence is modesty which consists with self-actualization and self-realization. High 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. Highly 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. May be they do not differ in subject knowledge from the low and normal spiritual intelligent teachers but they do always differ from the outlook towards their profession, work execution, work environment and job satisfaction, which enables them more competent in teaching.

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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