



## SPIRITUAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS

**Bysani V Ramakrishna<sup>1</sup> & P. China Hanumantha Rao<sup>2</sup>**

*1&2 Research Scholar, Department of Education, Acharya Nagarjuna University, Guntur, Andhra Pradesh, India*

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### Abstract

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*Spiritual intelligence refers to the ability to find meaning, purpose, and values in life, enabling individuals to live with compassion, integrity, and a sense of interconnectedness with others and the world. Teachers, especially at the secondary school level, play a crucial role in influencing the lives of young learners during their formative years. Spiritual intelligence empowers teachers to remain calm in challenging situations, make ethical decisions, and foster positive relationships in the classroom. Therefore, understanding and nurturing spiritual intelligence among teachers has become an important area of research in education. The findings of the study revealed that there is no significant difference in the spiritual intelligence of male and female secondary school teachers. There is no significant difference in spiritual intelligence of rural and urban Secondary School Teachers. There is a significant difference in spiritual intelligence of govt. and private Secondary School Teachers. There is a significant difference in the spiritual intelligence of arts and science secondary school teachers.*

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### Introduction

Education is not only a means of developing intellectual abilities but also a powerful tool for nurturing the inner potential of individuals. In recent years, growing attention has been given to the role of spiritual intelligence in shaping the overall personality and effectiveness of teachers. Spiritual intelligence refers to the ability to find meaning, purpose, and values in life, enabling individuals to live with compassion, integrity, and a sense of interconnectedness with others and the world. Teachers, especially at the secondary school level, play a crucial role in influencing the lives of young learners during their formative years. Along with professional knowledge and pedagogical skills, teachers require a strong inner foundation to guide students effectively. Spiritual intelligence empowers teachers to remain calm in challenging situations, make ethical decisions, and foster positive relationships in the classroom. It encourages qualities such as empathy, self-awareness, and resilience, and mindfulness—essential traits for creating a nurturing learning environment. In a rapidly changing and stressful world, secondary school teachers often face academic pressures, emotional demands, and social challenges.

Developing spiritual intelligence helps them maintain inner balance, enhance their job satisfaction, and improve their teaching effectiveness. Therefore, understanding and nurturing spiritual intelligence among teachers has become an important area of research in education. This study of spiritual intelligence among secondary school teachers aims to highlight its significance in personal growth, classroom management, and holistic student development. It also emphasizes the need to integrate spiritual intelligence training and awareness into teacher education programs for building emotionally and morally strong educators.

### **Need and Important of the Study**

Teachers are not only providers of academic knowledge but also role models who shape students' values, attitudes, and behavior. In today's fast-changing world, secondary school teachers face increasing challenges such as work stress, emotional fatigue, changing student behavior, and pressure to meet academic goals. To effectively deal with these challenges, teachers require more than just intellectual and emotional abilities—they need a deeper sense of purpose, balance, and inner strength. Spiritual intelligence provides teachers with the ability to understand themselves and others at a deeper level. It helps them cultivate qualities such as compassion, tolerance, empathy, self-awareness, and ethical decision-making. These traits are essential for creating a positive and harmonious classroom environment. Moreover, spiritual intelligence supports teachers in managing stress, maintaining emotional stability, and building strong interpersonal relationships with students, colleagues, and the community. When teachers are spiritually intelligent, they are more likely to inspire students to develop moral values, respect diversity, and live meaningful lives. In addition, integrating spiritual intelligence into teacher development can enhance their professional satisfaction and reduce burnout. It also aligns with the goals of holistic education, which aims at the all-round development of learners—intellectual, emotional, social, and spiritual. Therefore, there is a strong need to study the “*spiritual Intelligence of secondary school teachers*”.

### **Review of Related Literature**

Shirin R Jadav (2012) investigated about Spiritual Intelligence of prospective teachers. The findings of the study revealed that gender and residence showed significant influence on Spiritual Intelligence of prospective teachers. No significant impact of religion and educational qualification was found on Spiritual Intelligence of prospective teachers.

Mandeep Kaur (2013) conducted a study on Spiritual Intelligence of secondary school teachers in relation to their job satisfaction. The findings of the study revealed a significant positive relationship between teachers' Spiritual Intelligence and their job satisfaction exists. A significant difference was found between government and private secondary school teachers in their Spiritual Intelligence.

Sushila Sharma and Ashish Kumar Sharma (2014) conducted a study of Spiritual Intelligence among secondary school teachers. The results of this study revealed that the influence of socio-demographic variables gender, locale, type of school, age, and teaching experience among secondary school teachers in their Spiritual Intelligence was not significant.

Sushma Kotnala (2015) made a study on Spiritual Intelligence among graduate students. The investigation revealed that there was no difference in the Spiritual Intelligence of male and female students.

### **Objectives**

- To find out the difference between the spiritual intelligence of secondary school teachers due to variation in gender.
- To find out the difference between the spiritual intelligence of secondary school teachers due to variation in locality.
- To find out the difference between the spiritual intelligence of secondary school teachers due to variation in management.
- To find out the difference between the spiritual intelligence of secondary school teachers due to variation in subject

### **Hypotheses**

- There would be no significant difference in spiritual intelligence of male and female secondary school teachers.
- There would be no significant difference in spiritual intelligence of rural and urban secondary school teachers.
- There would be no significant difference in spiritual intelligence of govt. and private secondary school teachers.
- There would be no significant difference in spiritual intelligence of arts and science secondary school teachers.
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**Methodology**

This study utilized a survey method with a sample of 240 secondary school teachers, who are working in government and private secondary schools in Vijayawada city of Krishna district, Andhra Pradesh. The data was collected by using a stratified random sampling technique. The spiritual intelligence scale developed by Dr. Prof. Roquiyazainuddin, Ms. Anjum Ahmed (2010). The tool comprised total 78 statements covering 5 dimensions of spiritual intelligence. The test-retest reliability coefficient was 0.70. Statistical analyses including mean, standard deviation, t-value, and correlation were performed to analyze the data.

**Analysis of the Data:**

**Table – 1: Comparison of Spiritual Intelligence of Male and Female Secondary School Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Gender	Male	120	222.18	36.3 8	0.20
	Female	120	221.22	35.2 6	

# Not Significant at 0.05level

From the table -1, it is clear that the calculated value is 0.20 is less than the table value 1.96 at the 0.05 level. It is reveal that there is no significant difference in the spiritual intelligence of male and female secondary school teachers. Hence the formulated null hypothesis there is no significant difference in spiritual intelligence of male and female secondary school teachers is accepted.

**Table – 2: Comparison of Spiritual Intelligence of Rural and Urban Secondary School Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Locality	Rural	120	223.25	36.3 1	0.60
	Urban	120	220.34	38.69	

# Not Significant at 0.05 level

From the table -2, it is clear that the calculated value is 0.60 is less than the table value 1.96 at the 0.05 level. It is reveal that there is no significant difference in the spiritual intelligence of rural and urban secondary school teachers. Hence the formulated null hypothesis there is no significant difference in spiritual intelligence of rural and urban secondary school teachers is accepted.

**Table – 3: Comparison of Spiritual Intelligence of Government and Private Secondary School Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Management	Government	120	230.91	40.52	0.24
	Private	120	222.35	36.32	

# Not Significant at 0.05 level

From the table -3, it is clear that the calculated value is 0.24 is less than the table value 1.96 at the 0.05 level. It is reveal that there is no significant difference in the spiritual intelligence of government and private secondary school teachers. Hence the formulated null hypothesis there is no significant difference in spiritual intelligence of government and private secondary school teachers is rejected.

**Table – 4 Comparison of Spiritual Intelligence of Arts and Science Secondary School Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Subject	Arts	120	230.72	36.13	2.09
	Science	120	220.34	40.64	

\*Significant at 0.05 level

From the table -4, it is clear that the calculated value is 2.09 is greater than the table value 1.96 at the 0.05 level. It is reveal that there is a significant difference in the spiritual intelligence of arts and science secondary school teachers. Arts students had higher spiritual intelligence than science students. Hence the formulated null hypothesis there is no significant difference in spiritual intelligence of arts and science secondary school teachers rejected.

### Findings the Study

- There is no significant difference in the spiritual intelligence of male and female secondary school teachers.
- There is no significant difference in spiritual intelligence of rural and urban secondary school teachers.
- There is no significant difference in spiritual intelligence of govt. and private secondary school teachers.
- There is a significant difference in the spiritual intelligence of arts and science secondary school teachers.

## **Educational Implications**

The concept of spiritual intelligence has great relevance in the field of education, especially at the secondary school level where students undergo significant emotional, social, and academic changes. Teachers with strong spiritual intelligence can create a more meaningful and supportive learning environment. Their ability to stay calm, make ethical decisions, and connect with students on a deeper level helps promote value-based learning and fosters positive behavior in the classroom. Such an environment encourages students to become more responsible, compassionate, and respectful individuals. Spiritual intelligence can also contribute to improving the overall effectiveness and well-being of teachers. By developing self-awareness, emotional balance, and resilience, teachers are better equipped to handle classroom challenges, reduce stress, and avoid burnout. When teachers feel emotionally and spiritually balanced, they are more likely to demonstrate patience, empathy, and understanding, which leads to improved teaching performance and job satisfaction. This directly benefits the learning experiences and academic progress of students. Integrating spiritual intelligence into teacher education and professional development programs can strengthen the overall quality of teaching. Workshops, training sessions, and reflective practices can help teachers become more aware of their values, beliefs, and inner strengths. Such initiatives can encourage teachers to adopt innovative and value-driven teaching methods that nurture the holistic growth of students. It also promotes a school culture where respect, cooperation, and understanding are central values. Finally, spiritual intelligence supports the broader goal of holistic education. It helps in developing students' intellectual, emotional, social, and spiritual dimensions, making education more meaningful and human-centered. When teachers act as role models by demonstrating integrity, compassion, and purpose, students are inspired to cultivate similar qualities. This not only improves academic outcomes but also prepares learners to lead purposeful and value-oriented lives in society.

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