

RELATIONSHIP OF SPIRITUAL INTELLIGENCE AND PERSONALITY TRAITS AMONG SECONDARY SCHOOL TEACHERS

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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 and personality traits with work ethics of secondary school teachers in the Suryapet district of Telangana. The present study was carried out on a representative sample of 600 secondary school teachers from various urban and rural schools selected in the Suryapet district of Telangana state. The sample was selected using a random sampling technique.

KEYWORDS: *Spiritual Intelligence, Personality Traits, Work Ethics, Secondary School Teachers*

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. Teachers are the nation's backbone. The future of the whole nation depends on the teachers. The roles of the teachers are varied. While providing education to their students, teachers also play an integral role in the whole development of the personality of the students and make them self-reliant enough to face real-life problems.

The driving force behind the school is its faculty. The caliber of teachers determines the future of any nation. Teachers are social engineers that serve as a catalyst to socialize and humanize the impressionable minds by exhibiting both their masculine and feminine attributes. Therefore, the potential, quality, competency, strength of character, and virtues of teachers have a significant role in the academic level and quality of any educational institution.

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. It is believed that those who choose to become teachers will have greater professional adjustment and higher levels of job satisfaction, which will show in their instruction. And only overall student and societal growth and development is feasible if the instructor is carrying out a commendable job. The only person in charge of society's future and the only one who should be aware of our major concerns is our teacher. A teacher should possess a wealth of spiritual assets, ideals, and attributes that benefit the pupils' moral development and wellbeing.

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.

REVIEW OF RELATED LITERATURE

Saranya, R. & Sangeeta, T. (2017) conducted a study on Spiritual Intelligence in relation to the scientific achievements of secondary school students. The Spiritual Intelligence Self-report Inventory standardized by King (2008) was employed in the data collection of the study. The results of the study revealed a significant difference in Spiritual Intelligence among secondary school students based on different boards and genders.

Jahagar, J. & Parray, A.M. (2018) carried out a study on Spiritual Intelligence among secondary students in relation to gender and area. The aim was to study the S.I. of male-female and rural-urban secondary students. The researcher adopted the descriptive survey method of research to conduct the study. To find out the result Mean, S.D., and t-test were employed for analyzing the data. The results of the study showed a significant difference in the S.I. between male-female and rural-urban students.

Ferit Karakoyun (2019) examined pre-service teachers' personality traits and social network use purposes. A survey method was employed and a questionnaire was used to collect data from 660 pre-service teachers who were selected randomly. The findings indicated that conscientiousness, negative valence, and openness to experience were significantly influencing the social network use purposes of teachers, and extraversion and neuroticism had no influence on the social network use purposes of teachers.

Baldev Singh (2019) studied personality traits between secondary school level physical education teachers and other subject teachers. The descriptive method was employed. A purposive sampling method was applied to choose 60 teachers and data were gathered through questionnaires from them. The findings revealed that no significant difference existed in personality traits among physical education and other subject teachers. Subject teachers had a higher degree of personality traits as compared to physical education teachers.

Ruggero Andrisano Ruggieri et al (2020) examined the instability of personality traits of teachers in risk conditions due to work-related stress. The descriptive method was used. A convenient sampling method was applied to choose 301 teachers and data were collected from them through the questionnaire. The results indicated that significant differences existed among the type of personality traits of teachers excluding conscientiousness and they had a moderate

level of them. Personality traits of teachers were varying with their psychological risk.

Sasan Baleghizadeh and Leyli Amiri Shayesteh (2020) explored the relationship between teacher burnout, personality traits, and psychological distress among Iranian EFL teachers: a mixed-methods study. The results revealed that significant and negative relations existed among personality traits and depersonalization and emotional exhaustion of teachers and personality traits excluding neuroticism had a positive and significant relationship with the personal accomplishment of teachers.

Anne Braund et al (2020) studied the impact of select personality traits and resilience on teacher retention in an urban school district. The qualitative method was used. A convenience sampling method was employed to choose 20 teachers and data were gathered from them through the interview method. The findings disclosed that conscientiousness and emotional stability were not influencing the retention of teachers, but resilience had a positive influence on their retention.

RESEARCH METHODOLOGY

Title of the Study

“Relationship of Spiritual intelligence and Personality traits with work ethics of secondary school teachers”.

Objectives of the Study

The following objectives are framed for the present study by the researcher.

1. To find out the spiritual Intelligence of the secondary school teachers and to classify them.
2. To find out the spiritual Intelligence of the secondary school teachers with respect to the following components.
 1. Commitment
 2. Divinity
 3. Flexibility
 4. Gratitude
 5. Intuition
 6. Inquisitive
 7. Field-independent
 8. Mission
 9. Inner-peace
 10. Self-awareness
 11. Vision
 12. Virtuous-behavior

3. To find out the influence of the following demographic variables on the spiritual Intelligence of the secondary school teachers.
 1. Gender
 2. Locality
 3. Marital status
 4. Level of Education
 5. Teaching Experience
 6. Age
 7. Subject dealing
 8. Type of institute
4. To find out the personality traits of the secondary school teachers and classify them.
5. To find out the personality traits of the secondary school teachers with respect to the following components.
 1. Introvert
 2. Extrovert
6. To find out the influence of the following demographic variables on the personality traits of the secondary school teachers.
 1. Gender
 2. Locality
 3. Marital status
 4. Level of Education
 5. Teaching Experience
 6. Age
 7. Subject dealing
 8. Type of institute
7. To find out the work ethics of the secondary school teachers and classify them.
8. To find out the work ethics of the secondary school teachers with respect to the following components.
 1. Towards Students
 2. Professional Ethics towards Parents and Community
 3. Professional Ethics towards Teaching Profession,

4. Professional Ethics towards Colleagues
5. Professional Ethics towards Management
9. To find out the influence of the following demographic variables on the work ethics of secondary school the teachers.
 1. Gender
 2. Locality
 3. Marital status
 4. Level of Education
 5. Teaching Experience
 6. Age
 7. Subject dealing
 8. Type of institute
10. To find out the relationship between spiritual Intelligence and the personality traits of the secondary school teachers.
11. To find out the relationship between the Personality traits and work ethics of the secondary school teachers.
12. To find out the relationship between the work ethics and spiritual Intelligence of the secondary school teachers.

Hypotheses of the Study

The following null hypotheses were formulated for testing.

- **Hypothesis 1:** The school teachers are possessing high spiritual Intelligence.
- **Hypothesis 1A:** There would be no significant difference between male and female secondary school teacher's secondary school teachers in their spiritual Intelligence.
- **Hypothesis 1B:** There would be no significant difference between rural and urban secondary school teachers in their spiritual Intelligence.
- **Hypothesis 1C:** There would be no significant difference between married and unmarried secondary school teachers in their spiritual Intelligence.
- **Hypothesis 1D:** There would be no significant difference between the D.Ed and B.Ed of the secondary school teachers in their spiritual Intelligence.
- **Hypothesis 1E:** There would be no significant difference between above 20 years and below 20 years of teaching experience, of the secondary school teachers in their spiritual Intelligence.
- **Hypothesis 1F:** There would be no significant difference between ages below 40 and above 40 years of the secondary school teachers in their spiritual Intelligence.

- **Hypothesis 1G:** There would be no significant difference between arts, science, and language subjects teachers in their spiritual Intelligence.
- **Hypothesis 1H:** There would be no significant between the Government, Private, and aided secondary school teachers in their spiritual Intelligence.
- **Hypothesis 2:** The secondary school teachers are possessing high personality traits.
- **Hypothesis 2A:** There would be no significant difference between male and female secondary school teachers in their personality traits.
- **Hypothesis 2B:** There would be no significant difference between rural and urban secondary school teachers in their personality traits.
- **Hypothesis 2C:** There would be no significant difference between married and unmarried secondary school teachers in their personality traits.
- **Hypothesis 2D:** There would be no significant difference between the D.Ed and B.Ed of the secondary school teachers in their personality traits.
- **Hypothesis 2E:** There would be no significant difference between above 20 years and below 20 years of teaching experience, of the secondary school teachers in their personality traits.
- **Hypothesis 2F:** There would be no significant difference between ages below 40 and above 40 years of the secondary school teachers in their personality traits.
- **Hypothesis 2G:** There would be no significant difference between arts, science, and language subjects teachers in their personality traits.
- **Hypothesis 2H:** There would be no significant between the Government and Private secondary school teachers in their personality traits.
- **Hypothesis 3:** The secondary schools teachers are possess high work ethics.
- **Hypothesis 3A:** There would be no significant difference between male and female secondary school teachers in their work ethics.
- **Hypothesis 3B:** There would be no significant difference between rural and urban secondary school teachers in their work ethics.
- **Hypothesis 3C:** There would be no significant difference between married and unmarried secondary school teachers in their work ethics.
- **Hypothesis 3D:** There would be no significant difference between the D.Ed and B.Ed of the secondary school teachers in their work ethics.
- **Hypothesis 3E:** There would be no significant difference between above 20 years and below 20 years of teaching experience, of the secondary school teachers in their work ethics.

- **Hypothesis 3F:** There would be no significant difference between ages below 40 and above 40 years of the secondary school teachers in their work ethics.
- **Hypothesis 3G:** There would be no significant difference between arts, science, and language subjects teachers in their work ethics.
- **Hypothesis 3H:** There would be no significant between the Government and Private secondary school teachers in their work ethics.
- **Hypothesis 4:** There would be no significant relationship between spiritual Intelligence and personality traits of the secondary school teachers.
- **Hypothesis 5:** There would be no significant relationship between the Personality and work ethics of the secondary school teachers.
- **Hypothesis 6:** There would be no significant relationship between work ethics and Spiritual intelligence of the secondary school teachers.

Type of Hypothesis

The null hypothesis is selected for the present study

Variables of the Study

The following variables are taken into account in this study.

Independent Variables

- Spiritual intelligence
- Personality traits

Dependent Variables

Work ethics

Demographic Variables

Gender: (Male/Female)

Locality: (urban/rural)

Marital Status: (Married/ UN Married)

Level of Education: (B.Ed &D.Ed)

Teaching Experience: (Below10 years, 11 to 15 years, Above 10 years)

Age: (Below 40/Above 40)

Subject Dealing: (Arts/Science/Language)

Type of Institution: (Government/private)

Method of the Study

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

The Population of the Study

The population of the present study is 600 teachers working in secondary schools in government, aided, and private sector in the Suryapet District, in the Telangana state.

Sample Selected for the Study

The present study is Spiritual intelligence and Personality traits with work ethics of secondary school teachers in the Suryapet district of Telangana. The present study was carried out on a representative sample of 600 Secondary School teachers from various urban and rural schools selected in the Suryapet district of Telangana state. The sample was selected using a random sampling technique. The investigator considered the following strata while sampling viz., Gender, Locality, Type of institute, Type of school, Level of education, marital status Grade of school, Subject dealing, Age, and Experience were chosen for the present study.

Tools of the Study

1. The spiritual intelligence scale was standardized by **Dr. Tirath Singh (2008)**.
2. Personality traits (Introversion-Extroversion Inventory) scale standardized by (I.E.I.) by **P. F. Aziz and Rekha Gupta (2009)**.
3. Work ethics scale adapted and standardized by **Maria Joseph A (2016)**

ANALYSIS OF THE DATA

Whole Sample Analysis in Spiritual Intelligence of Secondary School Teachers

Objective-1: To find out the spiritual Intelligence of the secondary school teachers and to classify them. In the above objective, the scores of all the samples were calculated to arrive at the Mean, Standard deviation, and % of the mean of the sample. The results are as follows in Table 4.1.

Table 4.1: Whole Sample of Data Analysis in Spiritual Intelligence

N	Mean	S. D	% of Mean	1/5 th of Mean
600	316.74	17.11	75.41	63.34

Observations

From the aforementioned Table 4.1, the following observations have been made. There are 600 teachers in all. The mean values are as follows: 316.74 for the mean, 17.11 for the standard deviation, 75.41 for the percentage of the mean, and 63.34 for the 1/5 of the mean. Secondary school teachers have above-average in spiritual intelligence.

Interpretation

As per the whole sample in the Spiritual intelligence, all of the secondary school teachers fall under the above average in their Spiritual intelligence.

Classification in Spiritual Intelligence of the Secondary School Teachers

The mean and standard deviation for the entire group were calculated for the secondary school teachers' scores according to their Spiritual intelligence. The percentage of mean and standard deviation for the entire sample are 75.41 and 17.11, respectively.

Table 4.2: Classification in Spiritual Intelligence of the Secondary School Teachers

S.No	Classification Level	N	Percentage
1.	Low	112	18.66%
2.	Average	351	58.5%
3.	High	137	22.83%

Observations

The following aspects can be seen in the Table (4.2) above: According to the classification table, 18.66% of teachers have low spiritual intelligence, 58.5% have moderate intelligence, and 22.83% have high spiritual intelligence.

Interpretation

According to the numbers in Table (4.2), the majority of secondary school teachers have a moderate level in spiritual intelligence, which equals 58.5.3 % of the total number of secondary school teachers.

Area Wise Analysis in Spiritual Intelligence

Objective-5: To find out the spiritual Intelligence of the teachers with respect to the following components.

- Commitment
- Divinity
- Flexibility
- Gratitude
- Intuition
- Inquisitive
- Field-independent
- Mission
- Inner-peace
- Self-awareness
- Vision
- Virtuous-behavior

Table 4.3: Area Wise Analysis in Spiritual Intelligence

Area	Mean	SD	% of Mean	Order
Area-1	14.19	1.87	70.95	IX
Area-2	32.55	1.65	81.37	II
Area 3	18.14	1.33	72.56	VII
Area 4	25.98	1.32	74.22	VI
Area 5	8.51	1.29	56.73	XII
Area 6	13.54	1.42	67.7	XI
Area 7	34.87	1.41	77.48	IV
Area 8	54.33	1.69	83.58	I

Table 4.3: Contd.,

Area 9	26.56	1.82	75.88	V
Area 10	28.31	1.77	70.77	X
Area 11	28.99	1.86	72.47	VIII
Area 12	31.77	1.72	79.42	III

Interpretation

According to the data in the aforementioned Table (4.3), mission is the area of spiritual intelligence that secondary school teachers possess at the highest level, while flexibility is the area in which they possess the least spiritual intelligence.

Whole Sample of Data Analysis in Personality Traits of the Secondary School Teachers

Objective-4: To find out the personality traits of the teachers and classify them.

In the above objective, the scores of all the samples were calculated to arrive at the Mean, Standard deviation, and % of the mean of the sample. The results are as follows in Table 4.4.

Hypothesis 2: The school teachers are possessing high personality traits.

Table 4.4: Whole Sample of Data Analysis in Personality Traits

Whole	Mean	SD	% of Mean	1/5 th of Mean
600	37.92	9.62	63.25	7.58

Observations

From the aforementioned Table 4.4, the following observations have been made. There are 600 secondary school teachers in all. The 1/5 of the mean value is 7.58; the mean value is 37.92; the standard deviation is 9.62; and the percentage of mean value is 63.25. The results show that the teachers' personality attributes are on above average.

Interpretation

The majority of secondary school teachers have Personality traits that are above average when compared to the entire group.

Classification in Personality Traits of the Secondary School Teachers

On the scores referring to Personality traits of the secondary school teachers, the mean and standard deviation for the entire group were computed. The overall sample's mean and standard deviation are 37.92 and 9.62 respectively.

Table 4.5: Classification in Personality Traits of the Secondary School Teachers

S.No	Classification Level	N	Percentage
1.	Low	107	17.8%
2.	Average	344	57.3%
3.	High	149	24.8%

Observations

The following aspects can be seen in the Table (4.5) above: According to the classification table, 17.8% of teachers have low personality traits, 57.3% have moderate qualities, and 24.8% have strong personality traits.

Interpretation

According to Table (4.5), 57.3% of secondary school teachers are introverts and extroverts, which suggest that the majority of secondary school teachers have a moderate degree of personality traits.

4.8 Area Wise Analysis in Personality Traits

Objective-5: To find out the personality traits of the teachers with respect to the following components.

1. Introvert
2. Extrovert

Table 4.6: Area wise Different Dimensions in Personality Traits

Area	Mean	SD	% of Mean	Order
Area-1	18.14	5.27	60.46	II
Area-2	19.78	4.86	65.93	I

Interpretation

According to the data in the aforementioned Table (4.6), secondary school teachers exhibit a modest level of personality traits.

Analysis of Correlation

Hypothesis 4: There would be no significant relation between spiritual Intelligence and personality traits of the secondary school teachers.

Table 4.7: Correlation Between Spiritual Intelligence and Personality Traits of the Secondary School Teachers

Variable	No	df	'r'
Spiritual Intelligence	600	598	0.91
Personality Traits	600		

Observations

The following observations have been drawn from Table 4.7 above. The df value is 598, the 'r-value' is 0.91 significant between the variables, there are total 1200 secondary school teachers, 600 secondary school teachers from Spiritual intelligence, and 600 secondary school teachers from Personality traits.

Interpretation

Table 4.7's computed correlation value (r) between spiritual intelligence and personality qualities is 0.15, as can be shown. At a threshold of significance of 0.01, the estimated r -value exceeds the value in the table. Therefore there is strong relationship between spiritual intelligence and the personality qualities of secondary school teachers, according to hypothesis (4). Therefore, hypothesis 4 is rejected. It is established that there is a strong positive correlation between teachers' personalities and spiritual intelligence.

EDUCATIONAL IMPLICATIONS

- The present study was undertaken to determine the relationship between spiritual intelligence and personality traits of secondary school teachers.
- Findings of this study on the levels of Spiritual intelligence and Personality traits with work ethics of secondary school teachers, May be applied to the secondary school teachers who act as role models, mentors, guides, and counselors to all students for their future developments in the learning process.
- Educational authorities take different steps to improve the school environment and promote spirituality.
- The results reveal the need for teacher preparation programs to include space and time for discussion of spiritual matters.
- School authorities and policymakers should take responsibility together for developing spiritual intelligence level at the personal, group, and organizational levels. For enhancing spiritual intelligence among secondary school teachers meditation training and yoga can be arranged.
- This investigation provides scope to know and recognize the importance of Spiritual Intelligence and Personality traits to students and teachers in educational organizations.
- The entire findings of the present investigation may be helpful to the teaching community at all levels of education, from primary to post-graduation, professional and non-professional courses.
- Results of the present investigation may be helpful to the teachers, curriculum setters, educational administrators, and decision-makers to develop better strategies, techniques, and programs to enhance Spiritual intelligence and Personality traits with work ethics.
- The present educational institutions are not adequately equipped to handle the Personality problems of the students. The findings of this investigation may resolve such types of problems.

SUGGESTIONS FOR FURTHER STUDIES

Based on the present study, the investigator brings forth some of the studies that could be taken up in this similar area. They are given as below:

- The present study was confined only to secondary school teachers of Suryapet, Telangana state.
- A similar study may be conducted for all secondary school teachers across the state of Telangana.
- A comparative study may be conducted among primary, Degree College, and university level teachers.

- The current study may be reached out to the teachers of professional courses like law, engineering, and medicine.
- A comparative study can also be conducted on the spiritual intelligence of prescribes and in-service teachers.
- A comparative study on the professional ethics amongst the secondary school teachers of Surya pet could also be carried out to have an overall understanding of the status of the professional ethics of teachers.
- A comparative study may also be taken up to compare the Spiritual intelligence and Personality traits with the work ethics of secondary school teachers in Higher Educational institutions and those at the school level.
- A similar study may be carried out as a comparative study of College teachers and University teachers.
- An interstate comparative study may be undertaken to compare the Spiritual intelligence and Personality traits with the work ethics of secondary school teachers in the state of Telangana state with the other teachers in other states of India.
- Comparative studies covering different levels of educator education i.e. preprimary, primary, and elementary stages may be done to find out the relationship between spiritual intelligence, personality traits, and work ethics.
- The present study is constrained to govt. aided / private secondary schools only. Similar endeavors can be placed in to conduct investigations on a different educational levels such as primary and upper primary schools.

CONCLUSION

In this research paper, the investigator found that there is a strong relationship between spiritual intelligence and the personality traits of secondary school teachers; the researcher presented a result of the data analysis and interpretation, and recommendations for future research have been made. Those secondary school teachers who have good spiritual intelligence will get good personalities in their life. Hence the current study concludes that the Relationship between Spiritual intelligence and Personality traits in the work ethics of secondary school teachers are influenced by their Gender, Locality, Marital status, Level of Education, Teaching Experience, Age, Subject dealing, and Type of institute. In this present study, the Researcher gave major findings on Spiritual intelligence and Personality traits with the work ethics of secondary school teachers, including Conclusions, suggestions and teachers, and limitations. He described the problems and further research is suggested.

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