

## **“IMPACT OF SPIRITUAL INTELLIGENCE ON WORK ETHICS OF SECONDARY SCHOOL TEACHERS”**

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### ***Abstract :-***

This study reveals that spiritual intelligence plays a positive and significant role on the quality of work ethics of secondary school teachers. The sample consisted of 260 sec. school teachers. Primary and secondary data were used in this research. Spiritual intelligence scale (2010) developed by Dr. SantoshDhar and Dr. UpinderDhar and self-constructed Teacher's Work Ethic Scale were used to measure spiritual intelligence and work ethics. Data were analyzed using Person correlation coefficient. Findings show that there is a positive relationship between Spiritual Intelligence and work ethics of teachers. Based on these results, we conclude that the spiritual intelligence, play a vital role to endure quality of work in the teachers which help them to embody certain principles that guide their work behavior, leading them to produce high quality work consistently.

KEYWORDS :-spiritual intelligence, work ethics and sec. school teachers.

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## Introduction

A teacher is not only knowledge communicator but he should be a director of learning and a transmitter of culture and value. This is the teacher only who teaches by behaving in the manner, he would like his pupils to behave. Once Dr. RadhaKrishnansaid “The teacher’s place in society is of vital importance, he acts as the pivot for transmission of intellectual traditions and technical skills from generation to generation and keeps the lamp of civilization burning.”The progress and growth of a nation undoubtedly largely relies on the role of education and for this teachers are responsible at all levels of our education systems. As Prof. HumayanKabir also said that “Teacher is the pivot of educational systems. Without good teacher, even the best of system is bound to fail; with good teachers even the defects can be largely overcome.”

In shaping and molding the habits, tastes, and conduct or more all the character of pupils also, the educators assume an extremely noteworthy part. Actually, he is a craftsman, who works with the valuable errand of unfurling identities. To go to an all-around incorporated development, a progression of variables required to be tended to for instructors, they require getting a self-identity, being prepared to experiment with new parts, take a stab at accomplishment, gain a self-character, adjust their rights with obligations and recognize individual objectives and goals.As Swami Vivekananda said “The true teacher is he who can immediately come down to the level of the students, transfer his knowledge to the student’s, transfer his soul to the student’s soul and see through and understand through his mind. Such a teacher can really teach and none else.” Teachers have to inculcate moral courage to stand-up for the defense and practice of truth among their students.

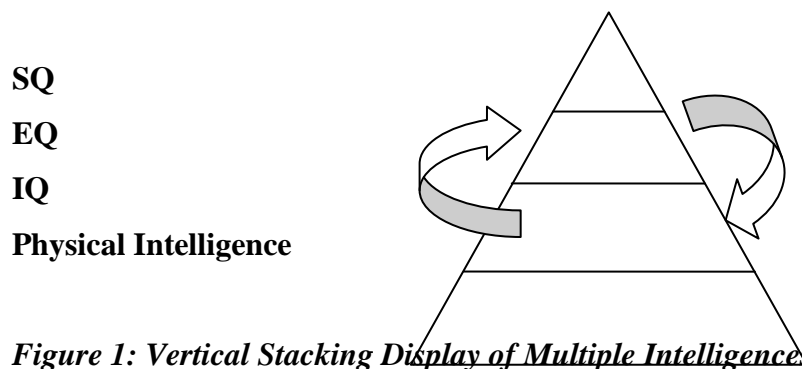
According to T.P. Nunn, ‘schools are main organs of nation.’ The major task of teacher is to integrate the spiritual powers, continue the success on the basis of past and ensure the success of the nation. It is demanded that the teacher should develop such personalities who have good work ethics and spiritual qualities so that s/he can understand her/his accountability towards herself /himself and nation.

## SPIRITUAL INTELLIGENCE

Word spiritual has originated from the Latin root "Spirits" implies "breath" referring to the breath of life. It involves opening our hearts and cultivating our capacity to experience awe, reverence and gratitude. It is one's ability to see the sacred in the ordinary, to feel the poignancy of life, to know the passion of existence and to give us our integrity. Spiritual intelligence is an ability to access the soul-purpose of life, and unconscious aspect of the self. It gives stress to think out of box, to think modesty, to act purposely and in a broad sense to solve the problems which one faces in day to day life. It is the ultimate intelligence which helps person to think beyond the picture. It was the intelligence of Gandhiji, Vivekanand, Aurobindo, Martin Luther King, Nelson Mandela who were the real transformational leaders of their time, whose teaching were not only functional at that time but are relevant also in present scenario.

Spiritual intelligence is a new concept in which philosophical foundation is emphasized in day to day life activities. Emmons (2000a, 2000b) argued that "spiritual intelligence can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals". It means that people will realize to evoke the embedded values and purposes. A person has three types of intelligence i.e. the mind, the heart and the spirit which can be corresponding to intelligence quotient, emotional quotient and spiritual quotient respectively (Wigglesworth 2006).

Wigglesworth gave the model which talks about three core intelligences. To demonstrate the simplest sequence of development goes through a pyramid. This is a very simple model which is helpful to imagine relation between development of child and development of intelligence (Wigglesworth 2006).



The idea of this model is that as babies we first focus on controlling our bodies, then our linguistic and conceptual skills develop (IQ), which is a key focus of our school work.

## **WORK ETHICS**

The work in every profession, department, institute has its own ethics which must be followed, without it, no profession or institute neither grow nor survive. Throughout the ages diverse professions have set themselves ethical guidelines that convey the message and sense of responsibility that members are stipulated to reveal their work, articulating the common duties, rules and principles that they should have with respect to their profession.

Work ethics as one of the applied ethics has special position. The theorists view work ethics as the value each person believes for working (Rezayian, Ali. 2002). Work ethics as a statement for determining organizational principles involve behavioral codes, settled codes, institute philosophy, and the responsibility of employees, stockholders, consumers, environment, or any other aspect of company or society (Singh.J.B,2011). It can be a set of spiritual values and principles influencing the truth or faithfulness of behavior of a person or group.

It is a set of principles and values determining the virtue or vice, truth or falseness of a person or group behavior and the good and bad of organization. By relying on ethics, teachers can determine the right or wrong in the school. Indeed, each teacher has true or wrong attitude to work environment. The attitudes besides work life affect his personal life and form his personality. Work ethics is a norm with positive ethical value for appropriate work and job duties without direct supervision. Establishment of work ethics in school is a step to determine the agreed criteria, fair observation of rules, improving work quantity and quality, preference of organizational benefits to personal benefits, fair decision making of realities, creating positive creativity and dynamics, developing committed and responsible people, creating empathy and collaboration with other organization members, being satisfied of right, avoiding negative stress and accepting positive changes.

### Components of Work Ethics

Jacqueline Whitmore has given seven key components of a rock-solid work ethic.

1. Professionalism
2. Respectfulness
3. Dependability
4. Dedication
5. Determination
6. Accountability
7. Humility

#### Code of Work Ethics for Teachers

It is universally felt that like other fields the teaching profession should have its own code of work ethics which is a necessity to ensure worth and integrity. (NCTE 2010)

Under the code of work ethics it is recommended for teachers a theoretical accounts of principles how to direct them in discharging their job towards students, parents, colleagues and community. Increased consciousness of the ethical principles governing the teaching profession is essential to assure "work ethics' among teachers.

Teaching may be regarded as a profession in its own right, and one that demands a great deal of professional expertise. Teaching is considered as profession not occupation because it must have its own code of ethics, which may be expressed in a set of ethical principles. These for the profession and those who practice it constitute a code of "quality control", a response to the trust shown by society at large.

Any consideration of the ethics of the teaching profession claims for a distinction to be made between legal and ethical matters. The fundamental duties and responsibilities of teachers are outline in the relevant legislation and norms, while the content of the teaching is laid down in the curriculum. However, it is suggested that teacher should internalized the ethics as theconcept of the moral obligations attached to the work instead of forced compulsion or external supervision.

Code of professional ethic for school teachers By N.C.T.E. (2010)

The existing Code of Professional Ethics for school teachers was recommended by N.C.T.E. with an aim to furnish the teachers with direction and guidance in enhancing the dignity of their professional work.

Obligations towards Students

Obligations towards Parents, Community and Society

Obligations towards the Profession and Colleagues

Sharma & Sharma (2014), investigated study entitled “A study of spiritual intelligence among sec. School teachers in relation to socio-demographic variables”. The study clearly showed that the level of spiritual intelligence of a teacher doesn’t depend on his/her gender, locale, age or experience.

Babanazari et al. (2012) explored the relationship between spiritual intelligence and happiness for Adolescents in High School. It was found that spiritual intelligence was significantly related with happiness.

Jennifer (2011) probed a study entitled, “Nurturing spirituality in early childhood classrooms: The teachers’ view”. The investigation proposed a requirement for calling educator readiness projects to change their educational module and incorporate space and time for discourse of spiritual issues, to give instructors the chance to investigate this subject and after that, be set up to approach it with their understudies.

Sadeghi, Zamani & Mamasani (2015) undertook a research “to find out the relationship between spiritual intelligence and emotional intelligence with the quality of work life of Izeh principals.” A significant relationship was found between SI/EI and WLQ among the principals in Izeh schools.

Mooghali & Marvestib (2015) conducted a study entitled “the relationship between spiritual intelligence with employees’ work ethic at asset department of Shiraz, Iran” Useful recommendations were presented to authorities to improve spiritual intelligence of employees and enhancing their work ethic as well.

## **RATIONALE OF THE STUDY**

Now a days, educators are working during a time set apart by quick track development in each area, which results in raising feelings of worries, dread, stresses, anxiousness and pressures; additionally the needs of all, including the teachers, have changed. There is atmosphere of stress and tension everywhere, meaning in this manner that there is something genuinely wrong some place in our example of living and working. Of the considerable number of sectors of society, teaching still is very important wherein accountability of teachers are challenging and requesting. Once a teacher learn how to responds to professional responsibilities, there would be an upward glancing all around. So work ethics is considered crucial for the growth of every school, for promoting team work among colleagues and building confidence and trust as well. It's also necessary for every teacher to behave ethically with the students and parents.

It is universally observed that the personality of the students is reflection of persona of teachers. So, we can say just spiritually intelligent instructors can make spiritually intelligent pupils. In the liberal and stimulating soul of social intrigue, teacher must wind up plainly commendable as vehicles of transitory transference on to which students can extend their expectations and progressively build up their own particular spiritual knowledge. If developing spiritual intelligence in students will become simple premises and classrooms would be more joyful and more advantageous places in which the estimations of congruity, vision, and qualities flourished.

Thus due to this great significance of spiritual intelligence, personality traits with work ethics in our social system investigator decided to study, "Relationship of spiritual intelligence and work ethics of secondary school teachers."

1. To find the relationship between work ethics of male sec. school teachers with reference to different dimensions of spiritual intelligence.
2. To find the relationship between work ethics of female sec. school teachers with reference to different dimensions of spiritual intelligence.
  - i. Benevolence
  - ii. Modesty
  - iii. Conviction

- iv. Compassion
- v. Magnanimous
- vi. Optimism

1. There is no significant relationship between Spiritual intelligence and work ethics of sec. school male teachers.
2. There is no significant relationship between Spiritual intelligence and work ethics of sec. school female teachers.

***Population and Sample :-***

All the Sec. School teachers teaching in Delhi Govt. Schools constitute the population of the study for present investigation.

In present study, simple random sampling procedure was used to select the sample of 260 Sec. School teachers of Delhi Govt. schools.

***Tools :-***

Spiritual Intelligence Scale (2010) developed by Dr. Santosh Dhar & Dr. Upinder Dhar was used to measure participants level of SI. The SIS Scale incorporated six dimensions viz. Benevolence, Modesty, Conviction, Compassion, Magnanimity and Optimism. The reliability of SIS scale is 0.98 while validity is 0.99. Teacher's work ethics scale was self-constructed. The reliability coefficient was found 0.81 by split half method.

***Methodology :-***

The major purpose of study is to find out the relationship between spiritual intelligence, and work ethics of secondary school teachers. So, the method adopted for the study is a descriptive method.

***Statistical Techniques:--***

In order to test the hypothesis that "The relationship of spiritual intelligence of sec. school teachers with of work ethics is not significant", as assessed by SIS scale and work ethics scale Pearson's product moment correlation test was used to analyze data.



**Result :-****Table: 1**

**CO-EFFICIENT OF CORRELATION BETWEEN DIMENSIONS OF  
SPIRITUAL INTELLIGENCE AND WORK ETHICS  
OF MALE SEC. SCHOOL TEACHERS**

Variable	Number	Mean	S.D.	Co-efficient of Correlation(r)	Level of significant
Benevolence Work Ethics	130	65.28	7.71	0.38**	**Significant at 0.01 level of significance
	130	140.10	17.96		
Modesty Work Ethics	130	54.76	7.88	0.51**	**Significant at 0.01 level of significance
	130	140.10	17.96		
Conviction. Work Ethics	130	31.52	4.36	0.29**	**Significant at 0.01 level of significance
	130	140.10	17.96		
Compassion Work Ethics	130	34.33	4.76	-0.09	Not Significant
	130	140.10	17.96		
Magnanimity Work Ethics	130	11.64	2.24	0.48**	**Significant at 0.01 level of significance
	130	140.10	17.96		
Optimism Work Ethics	130	7.89	1.25	0.38**	**Significant at 0.01 level of significance
	130	140.10	17.96		

\*Significant at 0.05 level

\*\* Significant at 0.01 level

**Table : 2**

**CO-EFFICIENT OF CORRELATION BETWEEN DIFFERENT DIMENSIONS  
OF SPIRITUAL INTELLIGENCE AND WORK ETHICS OF  
FEMALE SEC. SCHOOL TEACHERS**

Variable	Number	Mean	S.D.	Co-efficient of Correlation(r)	Level of significant
Benevolence Work Ethics	130	65.67	7.41	0.19*	*Significant at 0.05 level of significance
	130	144.27	17.96		
Modesty Work Ethics	130	55.48	6.45	0.26**	**Significant at 0.01 level of significance
	130	144.27	17.96		
Conviction. Work Ethics	130	31.64	5.02	0.22*	*Significant at 0.05 level of significance
	130	144.27	17.96		
Compassion Work Ethics	130	35.22	5.75	0.28**	**Significant at 0.01 level of significance
	130	144.27	17.96		
Magnanimity Work Ethics	130	12.15	4.59	0.03	Not Significant
	130	144.27	17.96		
Optimism Work Ethics	130	8.15	1.15	0.19*	*Significant at 0.05 level of significance
	130	144.27	17.96		

\*Significant at 0.05 level

\*\* Significant at 0.01 level

Table 1 reveals a positive and significant relationship between work ethics and dimensions of spiritual intelligence i.e. benevolence, modesty, conviction, magnanimity and optimism at 0.01 level of significance whereas negative but not significant relation was found between compassion and work ethics of male sec. school teachers. So, it can be concluded that male teachers, who have higher benevolence, modesty, conviction, magnanimous and optimism values possess higher work ethics and vice-versa.

In addition Table 2 depicts the positive and significant relationship between work ethics and dimensions of spiritual intelligence i.e. modesty and compassion at 0.01 level significance whereas positive significant relationship with benevolence, conviction and optimism at 0.05 level of significance but there was no significance relationship found with magnanimity of female sec. school teachers. So, it can be concluded that female teachers, who have high benevolence, modesty, conviction, compassion and optimism values possess high work ethics and vice-versa.

## **Discussion**

Sadeghi, Zamani&Mamasani (2015), Mooghalia and Marvestib (2015) also revealed the same results which show that there is a significant relationship between spiritual intelligence and work life quality among the principals in schools, Rani, Abidin& Hamid (2013) indicated that spiritual intelligence is important in helping workers in enhancing their career performance. Esfahani&Najafi (2015) also depict that there is a significant correlation between spiritual intelligence and professional ethics in service organizations of Sari city, Tehran, Iran.

There is no exclusive research study done with the variables spiritual intelligence and work ethics of teachers, while it is a burning need of area in teaching profession. Although the literature related to it throw some light on spirituality at work place (Chin et al. 2011; Jeloudaret al2011;) which is in accordance with the current study. McCormick (1994) extracted some of challenges that were faced by American managers, who tried to integrate spirituality with their work with the aim of giving importance to those values, task and problems that aroused in more than one spiritual tradition. Thus it is worth mentioning that spiritual intelligence plays a catalytic role in inducing work ethics among teachers.

The teachers with strong work ethics, make their duties a high priority. Some teachers might perform adequately, but without passion they are at work for more than a paycheck. Such kind of teachers do work like a mediocre and often turned in barely on time or late. Other teachers might work late to get projects done early and take the initiative to suggest new ways or more efficient methods for the upliftment of the school. People with a weak work ethics often require more management and oversight to keep them focused on their work, while people with a strong work ethics typically work well with minimum oversight.

Spiritual intelligence provides holistic approach for teachers. Spiritual intelligence training is not only a treatment but also a tool for improving the level of teaching profession and makes it more moral and respectful. Contrary to common perception about teaching there is more energetic, thoughtful, idealistic process needed for a teacher and outcome of this research clearly results that spiritual intelligence training can improve the personality and create deep interest in value of life which while result in providing ethically good teachers.

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