Spiritual Intelligence in Relation to Social Maturity among School Teachers

RamandeepKaur
Assistant Professor
Guru Nanak College of Education, Hoshairpur
Email: ramandeep720720@gmail.com

Abstract

The present study investigates the relationship between spiritual intelligence and social maturity among school teachers. Spiritual intelligence enables individuals to derive meaning, purpose, and ethical understanding in life, whereas social maturity reflects an individual's ability to interact responsibly and adjust effectively within society. Teachers possessing higher levels of spiritual intelligence are expected to demonstrate greater social maturity, thereby contributing positively to the teaching–learning process. The study adopted a descriptive survey method. A sample of 100 school teachers was selected using random sampling techniques. Standardised tools were administered to measure spiritual intelligence and social maturity. The collected data were analysed using Pearson's product–moment correlation technique. The findings revealed a significant positive relationship between spiritual intelligence and social maturity among school teachers.

Keywords: Spiritual Intelligence, Social Maturity, School Teachers

Introduction

Education plays a fundamental role in society and is indispensable for human development. It contributes to the moral, social, spiritual, intellectual, emotional, and physical development of individuals, thereby fostering a balanced and harmonious personality. Personality development does not occur in isolation; rather, it is largely influenced by the social environment. Through education, individuals learn socially acceptable behavior and effective ways of interacting with others.Human beings are inherently social, and their survival without a social structure is unimaginable. Education supports the process of socialization and helps individuals attain maturity. Maturity may be understood as behavior that conforms to social expectations and is appropriate to an individual's age. Among various forms of maturity—physical, moral, emotional, vocational, and social—social maturity is especially important for responsible participation in society. Teachers, as role models, are expected to demonstrate high levels of both spiritual intelligence and social maturity.

Concept of Spiritualism and Spirituality

Spiritualism refers to beliefs related to the existence of a spiritual realm and the evolution of the

human spirit. In the Indian context, spirituality is deeply embedded in cultural and philosophical traditions. Spirituality is a broad and universal concept that involves a sense of connection with a higher reality and the search for meaning and purpose in life. It enables individuals to transcend material limitations and realize their inner potential.

Spirituality is closely linked with spiritual intelligence, which integrates moral values, compassion, self-awareness, and a sense of connectedness. Scholars have suggested that spiritual intelligence may act as a unifying force that binds other forms of intelligence and contributes to holistic development.

Intelligence and Spiritual Intelligence

Intelligence is commonly understood as the ability to learn reason, solve problems, and adapt to new situations. According to Wechsler, intelligence is the global capacity of an individual to act purposefully, think rationally, and deal effectively with the environment.Spiritual intelligence, as conceptualized by Danah Zohar, refers to the capacity to address questions of meaning and value and to place one's actions within a broader, more meaningful context. It enhances self-awareness, ethical sensitivity, and the ability to cope with life challenges in a balanced manner.

Social Maturity

Social maturity is the ability to behave in a socially acceptable, responsible, and adaptive manner. It involves establishing satisfactory relationships with others and contributing positively to society. Social maturity fosters self-confidence, emotional stability, ethical values, empathy, cooperation, and effective social interaction.Factors influencing social maturity include intelligence, emotional maturity, family environment, and social experiences. Emotional maturity, in particular, plays a vital role in enabling individuals to manage emotions constructively and engage in healthy social relationships.

Review of Related Literature

Previous studies have highlighted the importance of spirituality and social maturity in personal and professional contexts. Goncalves (2000) reported a significant relationship between personal spirituality and professional attitudes among mental health professionals. Weiss (2001) emphasised the growing importance of spirituality in counselling education. Kashyap (2001) found that spirituality is increasingly integrated into psychosocial assessment and intervention.Research on social maturity indicates mixed findings. Lawrence and Jasudoss (2011) found no significant relationship between social maturity and academic achievement, while Hasnaim and Adlakha (2012) reported significant differences in social maturity based on family structure. Studies by Nagra and

Kaur (2013) and Gupta (2014) revealed average to high levels of social maturity among student teachers, with no significant gender differences.

Justification of the Study

Spiritual intelligence supports individuals in understanding their purpose, values, and ethical responsibilities. Social maturity, on the other hand, reflects the ability to apply these values in social interactions. Since teachers play a critical role in shaping future generations, examining the relationship between spiritual intelligence and social maturity among teachers is both relevant and necessary.

Statement of the Problem

Spiritual Intelligence in Relation to Social Maturity among School Teachers

Objectives of the Study

1. To study the difference in spiritual intelligence among male and female teachers.
2. To study the difference in social maturity among male and female teachers.
3. To examine the relationship between spiritual intelligence and social maturity among school teachers.

Hypotheses of the Study

1. There is no significant difference in spiritual intelligence among male and female teachers.
2. There is no significant difference in social maturity among male and female teachers.
3. There is no significant relationship between spiritual intelligence and social maturity among school teachers.

Sample

The sample comprised 100 school teachers from District Hoshiarpur, Punjab, including 50 male and 50 female teachers, selected through random sampling.

Delimitations of the Study

- The study was limited to 100 school teachers only.
- The study was confined to male and female teachers of District Hoshiarpur, Punjab.

Research Design

The study employed a descriptive survey method.

Tools Used

- Spiritual Intelligence Scale (SIS) by Dr. SantoshDhar and Dr. UpinderDhar (2010)
- Social Maturity Scale by Dr. R. P. Srivastava (2004)

Statistical Techniques

Mean, Standard Deviation, t-test, and Pearson's product–moment correlation were used for data analysis.

Results and Analysis

The collected data were analysed using descriptive and inferential statistics in order to test the stated hypotheses. Mean, Standard Deviation, *t*-test, and Pearson's product–moment correlation were employed.

Table 1: Comparison of Spiritual Intelligence of Male and Female Teachers

Gender	**N**	**Mean**	**SD**	***t*-value**	**Level of Significance**
Male Teachers	50	132.40	14.25		
Female Teachers	50	134.10	13.80	0.62	Not Significant

Interpretation: The obtained *t*-value (0.62) is not significant at the 0.05 level, indicating that there is no significant difference in spiritual intelligence between male and female teachers. Hence, the first hypothesis is accepted.

Table 2: Comparison of Social Maturity of Male and Female Teachers

Gender	N	Mean	SD	*t*-value	Level of Significance
Male Teachers	50	118.35	12.60		
Female Teachers	50	120.10	11.95	0.74	Not Significant

Interpretation: The obtained *t*-value (0.74) is not significant at the 0.05 level, revealing no significant difference in social maturity between male and female teachers. Therefore, the second hypothesis is accepted.

Table 3: Correlation between Spiritual Intelligence and Social Maturity

Variables	N	*r*-value	Level of Significance
Spiritual Intelligence and Social Maturity	100	0.58	Significant at 0.01 level

Interpretation: The correlation coefficient (r = 0.58) indicates a moderate positive and statistically significant relationship between spiritual intelligence and social maturity among school teachers. Thus, the null hypothesis stating no significant relationship is rejected.

Discussion of Results

The findings of the present study reveal that male and female teachers do not differ significantly in terms of spiritual intelligence and social maturity. This suggests that gender does not play a decisive role in determining these psychological constructs among school teachers.

Further, the significant positive correlation between spiritual intelligence and social maturity indicates that teachers with higher spiritual intelligence tend to exhibit better social adjustment, ethical behavior, empathy, and interpersonal competence. These results are in agreement with earlier studies which emphasize spirituality as a facilitating factor for social and emotional development.

References

Deary, I., Strand, S., Smith, P., &Fernandes, C. (2006).Intelligence and educational achievement.*Intelligence*, 35(1), 13–21.

Emmons, R. A. (2000). Is spirituality an intelligence? *International Journal for the Psychology of Religion*, 10(1), 3–26.

Gardner, H. (2000). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Garrett, H. E. (1981). *Statistics in Psychology and Education* (10th ed.). Bombay: Vakils, Feffer and Simons Ltd.

Zohar, D., & Marshall, I. (2000).*Spiritual Intelligence: The Ultimate Intelligence*. London: Bloomsbury.