

EFFECT OF SPIRITUAL QUOTIENT ON EMOTIONAL MATURITY OF SECONDARY SCHOOL TEACHERS

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ABSTRACT : Spiritual intelligence is the ability of self-transcendence to connect the beliefs and values to be able to understand the meaning, value, moral, love of fellow creatures as a part of the whole, purpose and nature of life from which we come from, for what we live in the world and where we will return and it is considered as the central and most fundamental of all intelligence including Intelligent Quotient and Emotional Quotient because it becomes the source of guidance of the other intelligence. The role of emotions in each and every individual's life is as important as life itself and it refers to feelings and its distinctive thoughts, psychological and biological states and range of propensities to act. The concept mature emotional behavior at any level is that which reflects the outcome of emotional development. The basic concept of Spiritual Quotient and Emotional Maturity go hand in hand, as the most outstanding mark of emotional maturity is the ability to deal with the situations accordingly and purposefully and even in the extreme conditions be emotionally stable and under control with themselves, and find those things in life that include other people more enjoyable and much less chaotic. This study focuses on the correlation between Spiritual Quotient and Emotional Maturity of secondary school teachers in Kerala. By Using Multi-stage cluster sampling technique one twenty (N=120) teachers participated in this study. Data was collected by administering Spiritual Quotient Scale and Emotional Maturity Scale for secondary school teachers. Test of significance for difference between means and Karl Pearson's product moment correlation were used for the statistical analysis. Result of the study shows that, there is a significant positive relationship between the Spiritual Quotient and Emotional Maturity of Secondary School Teachers.

KEYWORDS: Spiritual Quotient, Emotional Maturity, Secondary School Teachers

I. INTRODUCTION

Spiritual intelligence (Spiritual Quotient) is the intelligence to confront the question of meaning or value, the intelligence to put our behavior and life in the context of broader meaning, the intelligence to judge that one's actions or way of life are more meaningful than the one other (Zohar & Marshall, 2001). According to Covey (2004), spiritual intelligence is the central and most fundamental of all intelligence because it becomes the source of guidance of the other intelligence. Spiritual intelligence represents our drive for meaning and connection with infinite. This opinion confirms that spiritual intelligence is a bridge that can connect and balance the development of other dimensions of intelligence that are naturally given by God (Hawa et al., 2019).

According to Wiersma (2002), Spiritual Quotient affects a person in his goal of developing his career and life and has a significant effect on employee performance (Trihandini & Fabiola, 2005). It allows individuals being able to see the meaning contained in every life's events and to interpret every activity as a belief (Tasmara, 2001). By then, one's attitudes, words and actions definitely refer to moral values, truth, justice and goodness (Puspitacandri et al., 2020). Research studies have proved that Spiritual intelligence provides the ability to see positive values in every problem and the wisdom to deal with problems (Khavari, 2006). Individuals with high spiritual quotient carry the values of spirituality at work so they are more resistant in dealing with stress and more hardly defeated when failing (Chakraborty & Chakraborty, 2004; Hoffman, 2002) and supports an individual both physically and mentally. Furthermore, SQ creates a positive mental attitude so one becomes easier to see the opportunities and happier to walk on life (Haji et al., 2013; Widodo, 2015). Spiritual Quotient is considered as the necessary foundation for the effective functioning of Intelligent Quotient (IQ) and Emotional Quotient (EQ) and is considered to be the highest intelligence that becomes the basis of other intelligence (Hawa et al., 2019). Emotional maturity is the ability to understand reality, facts and the quality of response to a situation by detaching from the pulls and pushes of pleasant and unpleasant feelings (Dangwal & Srivastava, 2016) in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally (Vences.a, & Antony, 2017).

It is considered as the characteristic of passionate behavior that is generally completed by an adult after the expiry of his youth stage and after reaching emotional maturity, he can prove a healthy- balanced irrational behavior in his usual-everyday life (Srinivasan & Pugalenth, 2019). According to Chamberlain (1960), an emotionally mature person is one whose emotional life is well under control, sees the world as it is without distortion of perception and there is always a way out in any circumstances (Dangwal & Srivastava, 2016). Emotional maturity is considered as an important aspect in the behavior of a teacher and is being addressed more and more these days. It is said that a teacher with high emotional maturity is able to respond appropriately to workplace stress and to emotional behavior of his coworkers as well as students. The quality of being emotionally mature teacher deals with various abilities to deal with different kinds of emotions (Vences.a, & m. Antony, 2017).

As emotional maturity is the ability of individuals to manage emotions, along with assessing the emotional states of others in interpersonal relationships in order to make appropriate decisions and actions, many of the research findings indicate a direct and significant correlation between spiritual intelligence and emotional maturity (Sharifi Rigi et al., 2019). According to the results of the research, it is necessary that the experts involved in mental health, by providing educational strategies and workshops, try to develop emotional skills and enhance the emotional maturity and spiritual intelligence of the individual in order to boost tolerance of emotional disturbances through management of emotions and to elevate levels of adjustment of individuals.

So, the basic concept of Spiritual Quotient and Emotional Maturity go hand in hand as the most outstanding mark of emotional maturity is the ability to deal with the situations accordingly and purposefully and even in the extreme conditions be emotionally stable and under control with themselves, and find those things in life that include other people more enjoyable and much less chaotic than people who are emotionally immature (Dangwal & Srivastava, 2016).In the 21st century, the aim of education changes very quickly depending on the demands and these demands directly affect the educational system. Teachers are directly responsible for operating the educational system so that they require stable and efficient educational competencies, which are based on their Emotional Intelligence, Intelligence Quotient as well as Spiritual Quotient, especially in the instructional process (Srinivasan & Pugalenth, 2019). With this in mind, the paper investigates the effect of spiritual quotient on emotional maturity of secondary school teachers.

II. METHODOLOGY

The current study possesses two variables such as spiritual quotient and emotional maturity. In this, spiritual quotient is the independent variable and emotional maturity is the dependent variable. In this study, the investigators administered adapted version of spiritual quotient scale and emotional maturity scale for secondary school teachers. The reliability of the Spiritual Quotient Scale and Emotional Maturity Scale was 0.78 and 0.75 respectively. The population of this study was the Secondary School Teachers in Kerala. The investigators adopted multi stage cluster sampling method and data was collected from 220 teachers, after scrutiny incomplete 100 data was rejected and remaining 120 data were taken for the study. Test of significance for difference between means and Carl Pearson’s product moment correlation are the major statistical analysis used to analyze the obtained data.

III. RESULTS

Results of the study have been tabulated and interpreted considering the Objectives and Hypotheses.

Table.1 shows the descriptive statistical scores such as mean, standard error of mean, standard deviation, variance, skewness and kurtosis

Table with 9 columns: Variable, N, Mean, Std. Error, Std. Deviation, Skewness, Kurtosis, Min, Max. Row 1: Spiritual Quotient, 120, 68.125, 0.529, 5.793, -0.938, 1.24, 51, 76.

The table 1, shows the descriptive statistical scores such as mean, standard error of mean, standard deviation, variance, skewness and kurtosis of the scores of Spiritual Quotient of Secondary school teachers. Arithmetic Mean and Standard Deviation of Spiritual Quotient of Secondary School teachers are 68.125 and 5.793 respectively.

Table 2. Shows the number and percentage of teachers in different levels of Spiritual Quotient

Sl.No.	Level of Spiritual Quotient	Number	Percentage (%)
1	High	34	28.33
2	Moderate	76	63.34
3	Low	10	8.33
Total		120	100%

It is clear from the given table 2, in which 63.34% of the total respondents fall in moderate level of Spiritual Quotient category while 28.33% of them are in high level of Spiritual Quotient category. A pie diagram showing the classification is given below.

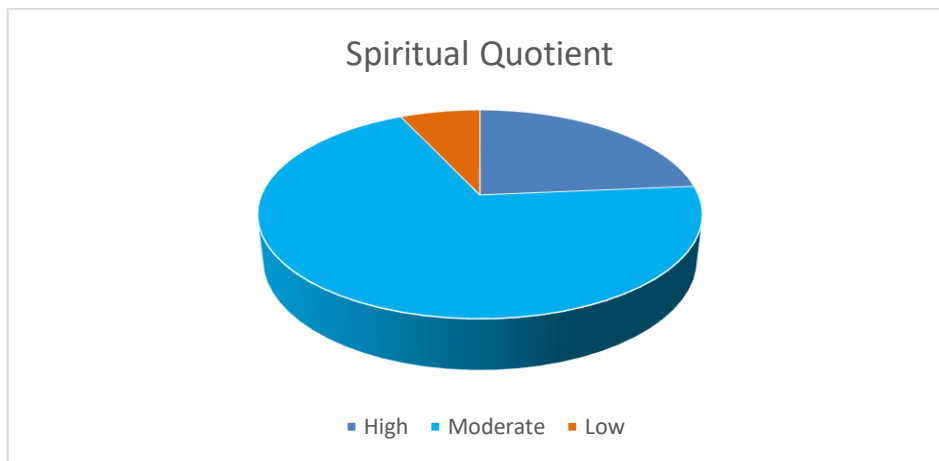


Fig 1. Pie diagram showing the percentage of Spiritual Quotient scores of Secondary School Teachers

Table 3. The descriptive statistical scores such as mean, standard error of mean, standard deviation, variance, skewness and kurtosis

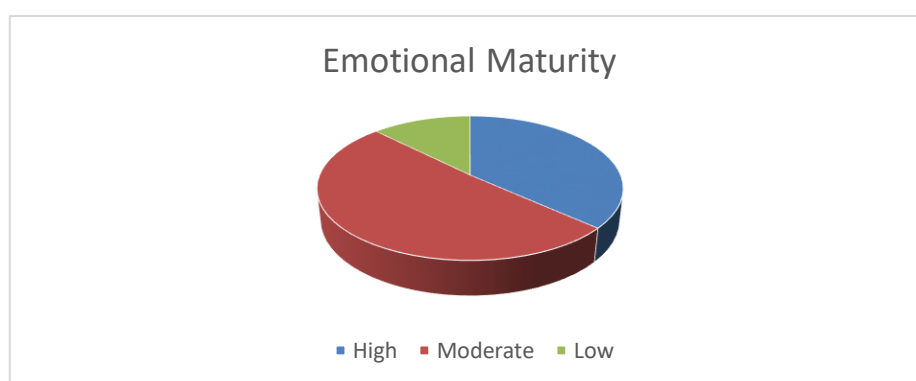
Variable	N	Mean	Std. Error	Std. Deviation	Skewness	Kurtosis	Min	Max
Emotional Maturity	120	174.33	1.978	21.67	-0.568	0.504	112	220

The table 3, shows the descriptive statistical scores such as mean, standard error of mean, standard deviation, variance, skewness and kurtosis of the scores of Emotional Maturity of Secondary school teachers. Arithmetic Mean and Standard Deviation of Emotional Maturity of Secondary school teachers are 174.33 and 21.67 respectively.

Table 4. Shows the number and percentage of Secondary School Teachers in different levels of Emotional Maturity

Sl.No.	Level of Emotional Maturity	Number	Percent (%)
1	High	44	36.67
2	Average	61	50.83
3	Low	15	12.5
	Total	120	100%

It is clear from the given table 4, in which 50.83% of the total respondents fall in average level of Emotional Maturity while 36.67% of them are in high level of Emotional Maturity. A pie diagram showing the classification is given below.

**Fig 2. Pie diagram showing the percentage of Emotional Maturity scores of Secondary School Teachers****Table 5. Shows the Correlation between the variables: Spiritual Quotient and Emotional Maturity**

Variable	Correlation (r)	Sig
Spiritual Quotient and Emotional Maturity	0.68	0.01

The above given table 5 gives the result of the product moment correlation coefficient between the scores of Spiritual Quotient and Emotional Maturity of secondary school teachers and is found out as positively related ($r=0.68$, $p<0.01$). Thus, it is interpreted that there is a significant positive relationship between the Spiritual Quotient and Emotional Maturity, that is, an increase/positive variation in Spiritual Quotient makes a corresponding increase in Emotional Maturity and vice-versa.

IV. DISCUSSION AND CONCLUSION

Emotional maturity and spiritual intelligence helps in making positive attitude towards life and helps in personal effective and carrier developments. It helps man to understand his purpose in life and his place in universe. The present study emphasis the relationship between Spiritual Quotient and Emotional Maturity of secondary school teachers. The study shows that majority of the secondary school teachers have moderate level of Spiritual Quotient which is supported by the study of Jeloudar et al. (2011) in which it is mentioned that there was a significant difference in teachers' spiritual intelligence. Findings of the present study point out that majority of secondary school teachers have average level of Emotional Maturity in accordance with the study of Neelakandan (2007) stating the average level of emotional competency of primary school teachers. Finally the present study interpreted that there is a significant positive relationship between the Spiritual Quotient and Emotional Maturity of secondary school teachers which is consistent with the results of Sharifi Rigi et al., (2019) which indicates a direct and significant correlation between Spiritual Intelligence and Emotional Maturity. According to Hawa et al., (2019) Spiritual Quotient is the necessary foundation for the effective functioning of Intelligent Quotient (IQ) and Emotional Quotient (EQ) and is considered to be the highest intelligence that becomes the basis of other intelligence. So, it is necessary that the experts involved in mental health, stakeholders, cooperates, institutions, educators should provide educational strategies and workshops, try to develop emotional skills and enhance the emotional maturity and spiritual intelligence of the individual in

order to boost tolerance of emotional disturbances through management of emotions and to elevate levels of adjustment of individuals. This study can be conducted among college students, adolescents, teachers at all levels, teacher educators, based on gender, locale, family status and socio-economic status. In order to conclude, teachers are considered as the heart of the whole educational system, it is mandatory to have a teacher community who can support the students' transformation to create learning which is conducive, creative, innovative and effective, fun filled and humanized and can handle the diverse group of students.

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