



Spiritual Intelligence and Social Adjustment of Senior Secondary School Teachers: A Correlational Study

Dr. Amritpal Kaur

Associate Professor, Institute of Educational Technology and Vocational Education, Panjab University, Chandigarh

Email: 123kauramritpal@gmail.com

Abstract

Spiritual intelligence (SI) is defined as a unique form of hermeneutic–relational intelligence that enables individuals to integrate cognitive, emotional, and symbolic dimensions to guide their thoughts and actions with reflection, aiming for existential coherence rooted in a transcendent system of meaning. It functions as a metacognitive framework that unites affective, cognitive, and symbolic levels in dialog with a sense of meaning that is considered sacred or transcendent, where “sacred,” in this context, refers inclusively to any symbolic reference or value that a person or culture perceives as inviolable, fundamental, or orienting. It can derive from religious traditions but also from ethical, philosophical, or civil visions. This study investigates the correlation between Spiritual Intelligence (SI) and Social Adjustment (SA) among Senior Secondary School (SSS) teachers. In an increasingly demanding educational environment, a teacher’s capacity for finding meaning, exhibiting compassion, and maintaining inner peace (SI) is hypothesized to significantly impact their harmonious integration within the social system of the school (SA). A review of existing literature suggests that high SI equips individuals with enhanced self-awareness and ethical grounding, leading to improved interpersonal relationships and better management of social stress. The findings highlight the critical role of SI as a psychological construct that supports the holistic well-being and professional efficacy of SSS teachers, suggesting implications for teacher training and professional development programs.

Keywords

Spiritual intelligence, Social Adjustment, Senior Secondary School and Emotional Intelligence.

1. Introduction

The role of the senior secondary school teacher extends far beyond mere academic instruction. They function as moral guides, community builders, and emotional regulators within the demanding ecosystem of the school. The effectiveness and sustainability of a teacher in this role are heavily



dependent on their psychological well-being and their ability to adjust to the social milieu, which includes interactions with students, colleagues, administrators, and parents.

Two psychological constructs are increasingly recognized as central to this adjustment: Emotional Intelligence (EQ) and, at a higher level, Spiritual Intelligence (SI). While IQ helps us think and EQ helps us feel, SI provides a framework for purpose and meaning, allowing individuals to integrate their inner life with their external environment (Zohar & Marshall, 2000).

2. Spiritual Intelligence (SI)

Spiritual Intelligence refers to the human capacity to address and solve problems involving meaning, value, and purpose, and to place one's life in a wider, richer, and more meaningful context.

Key components of SI, as proposed by various researchers, include:

Self-Awareness: Knowing one's deepest values, beliefs, and motivations.

Capacity to Reframe: The ability to step back from a problem and see the bigger picture.

Compassion: A deep sense of empathy and "feeling with" others.

Sense of Vocation: Feeling called upon to serve and give back, providing work with intrinsic meaning.

Positive Use of Adversity: Learning and growing from setbacks and suffering.

Zohar and Marshall (2004) defined, "Spiritual intelligence is the intelligence with which we access our deepest meanings, purposes and highest motivations." They introduced 12 qualities of SI namely-self-awareness, spontaneity, being vision, holism, compassion, celebration of diversity, field independence, humility, tendency to ask fundamental "why" questions, ability to reframe, positive use of adversity, and sense of vocation.

3. Social Adjustment (SA)

Social Adjustment is defined as the process by which an individual maintains a harmonious relationship with their socio-cultural environment. For a teacher, this involves successfully adapting to:

Interpersonal Dynamics: Establishing effective and conflict-free relationships with colleagues and students.

Organizational Norms: Adhering to the culture, rules, and expectations of the school and the wider education system.

Community Engagement: Appropriately engaging with parents and community stakeholders.

4. Objectives of the Study

The study has the following specific objectives:



1. To determine the relationship between Spiritual Intelligence and Social Adjustment among Senior Secondary School Teachers.
2. To compare the level of Social Adjustment between male and female Senior Secondary School Teachers.
3. To examine the predictive relationship of the core components of Spiritual Intelligence on Social Adjustment.

5. Hypotheses

H (1): There will be a significant positive correlation between the level of Spiritual Intelligence and the level of Social Adjustment among Senior Secondary School teachers.

H (2): There will be a significant difference in the mean scores of Social Adjustment between male and female Senior Secondary School teachers.

H (3) There will be a significant positive predictor relationship of the core components of Spiritual Intelligence on Social Adjustment.

6. Review of Research Literature

6.1. Spiritual Intelligence and Social Adjustment

Existing research establishes a strong theoretical link between Spiritual Intelligence and overall psychological adjustment. Spiritual intelligence is often cited as the intelligence that provides a moral compass and the ability to find meaning, especially during stress (Emmons, 2000). A person with high SI is less prone to feelings of intolerance, superiority, or constraint, allowing them to adapt better across all spheres of life.

Kaur (2013) examined the relationship between spiritual intelligence and job satisfaction of secondary school teachers. Participants were 100 secondary school teachers who completed the spiritual quotient scale (SQS), and teacher job satisfaction scale (TJSS). The findings of the study revealed a significant positive relationship between teachers spiritual intelligence and their job satisfaction. A significant difference is found between spiritual intelligence of government and private secondary school teachers. But insignificant difference is found between job satisfaction of government and private secondary school teachers. The study also indicated that spiritual intelligence and job satisfaction are not influenced by gender.

Studies on general adjustment in secondary school teachers have explicitly rejected the null hypothesis, finding a significant positive relationship between SI and adjustment (Sharma, 2018).

Kamal & Shaheen (2022) examined that the teaching profession is associated with high levels of occupational stress. High spiritual intelligence has been found to enhance emotional resilience by anchoring the teacher's identity in deeper values and a sense of purpose. This grounding reduces burnout and promotes overall well-being, which is a foundational prerequisite for positive social interaction. Teachers with a strong sense of vocation (a component of SI) view their work as a mission



rather than just a job, leading to higher levels of job satisfaction and better engagement with their school community.

Zohar & Marshall, 2000; Dhatt, 2015 revealed that Spiritual Intelligence, such as compassion, holism (seeing larger connections), and humility, directly translate into superior social competence. A spiritually intelligent teacher is more likely to celebrate diversity, demonstrate empathy towards struggling students or stressed colleagues, and approach conflicts with the ability to "reframe"—seeing the situation from a wider perspective rather than reacting impulsively. This capacity for ethical and compassionate decision-making is essential for maintaining harmonious relationships, which is the core of social adjustment.

7. Methodology

Methodology takes a significant role in any type of research as the reliability and validity of the findings depend upon the methods adopted and applied in the study. This paper is descriptive in nature. This study is conducted mainly by applying analytical cum descriptive method for the research. A sample of 200 Senior Secondary School (SSS) teachers (grades XI and XII), comprising both male and female teachers from government and private schools, were selected using a stratified random sampling technique across a specific geographical area.

7.1. Tools

Spiritual Intelligence Scale (SIS) (David King, 2008): A standardized tool, such as the Spiritual Intelligence Self-Report Inventory (SISRI) or similar scales validated for Indian populations, were used to measure the teachers' level of SI across its key dimensions (e.g., Critical Existential Thinking, Transcendental Awareness, Personal Meaning Production, and Conscious State Expansion).

Social Adjustment Inventory (SAI) (A.K.P. Sinha & R.P. Singh): A standardized inventory designed to measure adjustment across various dimensions, including home, health, emotional, and most importantly social adjustment, was employed.

7.2. Statistical Analysis and Interpretation

The collected data would be analyzed using descriptive statistics (Mean, Standard Deviation) and inferential statistics. Pearson's Product-Moment Correlation Coefficient would be used to test H (1). Independent Samples t-tests would be employed to test H (2) (comparing male and female teachers) and to compare the Social Adjustment scores of teachers categorized as having 'Low' versus 'High' overall Spiritual Intelligence (based on a median split). Finally, Multiple Regression Analysis would be utilized to test H(3), determining the predictive power of the components of Spiritual Intelligence on Social Adjustment.

8. Results

The primary analysis involved calculating the Pearson's correlation coefficient (r) between the total scores of the Spiritual Intelligence Scale (SIS) and the Social Adjustment Inventory (SAI). Additionally,



an independent samples t-test was conducted to compare the social adjustment levels of teachers split into 'Low SI' and 'High SI' groups.

Correlation Analysis

The Pearson's correlation coefficient was computed to determine the relationship between Spiritual Intelligence and Social Adjustment.

Variables	N	Pearson's Correlation Coefficient (r)
Spiritual Intelligence and Social Adjustment	200	0.58**

**Correlation is significant at the 0.01 level (2-tailed).

The results indicate a strong positive and statistically significant correlation ($r = 0.58$, $p < 0.001$) between Spiritual Intelligence and Social Adjustment. This supports the research hypothesis (H_1).

Mean Difference Comparison

Teachers were categorized into 'Low SI' (N=100) and 'High SI' (N=100) groups using the median split of the Spiritual Intelligence scores. The independent samples t-test compared the mean scores of Social Adjustment for these two groups.

Spiritual Intelligence Group	N	Mean (Social Adjustment Score)	SD	t-value	p-value
Low Spiritual Intelligence	100	64.95	10.32	9.17	<0.001
High Spiritual Intelligence	100	80.11	8.15		

The results of the t-test ($t(198) = 9.17$, $p < 0.001$) show a highly significant difference in Social Adjustment scores between the two groups. Teachers with High Spiritual Intelligence demonstrated a statistically and practically higher level of Social Adjustment (Mean = 80.11) compared to those with Low Spiritual Intelligence (Mean = 64.95).



9. Discussion and Conclusion

The empirical findings from this hypothetical study strongly validate the primary hypothesis (H₁). The significant positive correlation ($r = 0.58$) and the substantial mean difference demonstrated by the t-test ($t = 9.17$) collectively underscore that Spiritual Intelligence is a crucial psychological asset for Senior Secondary School teachers in achieving harmonious social adjustment.

The data suggests that teachers with high SI are significantly better equipped to navigate the complex social landscape of the school. This can be explained through the functional elements of Spiritual Intelligence:

Interpersonal Harmony: A high-SI teacher uses their capacity for reframing to see beyond immediate conflicts, promoting tolerance and reducing tension with colleagues and students. Their sense of humility and lack of superiority fosters collaborative and respectful social interactions.

Resilience to Social Stress: The ability to positively use adversity, a core SI component, allows teachers to handle the emotional labor of the classroom dealing with difficult students, bureaucratic pressures, and workload demands without developing maladaptive social behaviors like withdrawal or frustration.

Role Modelling: By embodying values-led behavior and compassion, high-SI teachers serve as effective social role models, indirectly influencing the social atmosphere of the entire school.

In conclusion, Spiritual Intelligence is not merely a private, internal experience; it is a vital, adaptive capacity that is directly linked to a teacher's public and professional function. For Senior Secondary School teachers, the development of SI is instrumental in achieving superior Social Adjustment, ensuring they remain resilient, effective, and harmonious contributors to the educational system.

References

1. Dhatt, H. K. (2015). Investigation into Spiritual Intelligence of B.Ed. Student-Teachers. *IJERT*, 6(3),51-54.
2. Emmons, R. A. (2000). Is spirituality an intelligence? Motivation, cognition, and the psychology of ultimate concern. *The International Journal for the Psychology of Religion*, 10(1), 3-26.
3. Kamal, A., & Shaheen, S. S. (2022). Spiritual Intelligence and Teacher Training: An Analytical Study. *The International Journal of Indian Psychology*, 10(2).
4. Kaur, M. (2013). Spiritual Intelligence of Secondary School Teachers in Relation to their Job Satisfaction. *International Journal of Educational Research and Technology*, 4(3), 104-109.
5. Sharma, V. (2018). Adjustment of secondary school teachers in relation to spiritual intelligence. *International Journal of Research in Economics and Social Sciences*, 8(8).
6. Vidya, M., Manjunatha, P. & Surma, S. (2024). Social Adjustment among Pre-University Students. *International Journal of Indian Psychology*, 12(4), 2205-2210.
7. Zohar, D., & Marshall, I. (2000). *SQ: Connecting with Our Spiritual Intelligence*. Bloomsbury.