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## ADJUSTMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO SPIRITUAL INTELLIGENCE

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### Abstract

The present study was conducted to study adjustment of secondary school teachers in relation to spiritual intelligence. Sample of 200 secondary school teachers were selected randomly from different schools of Abohar only. Mangal Teacher Adjustment Inventory by Mangal(2005) and Spiritual Intelligence Scale by Singh and Kaur (2010) were used by the investigator for present study. The data was analyzed by Pearson's product moment correlation. Results of the study revealed that there exists significant relation between Spiritual Intelligence and Adjustment of secondary school teachers.

**Key Words:** Adjustment, Spiritual Intelligence

### INTRODUCTION

Teacher is the only one who is responsible for the future of the society. He should know about the primary concern of our lives. The primary motivation of our lives is the search of meaning. If this is not achieved we feel shallow or empty which causes a crisis of meaning. The extended researches in the field of psychology has shown the influence of spiritual forces on the human body and mind and clarify the importance of spiritual intelligence. Spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in different ways that enhance their daily functioning and well-being. Spiritual intelligence combines the construct of spirituality and intelligence—into a new construct whereas spirituality refers to the search for and the experience of elements of the sacred, meaning, higher-consciousness and transcendence. Spiritual Quotient refers to the skills, abilities and behavior required to find moral and ethical path to help us through life, which ensures commitment, connectedness and harmony with our inner-self, inter-personal relationships and with the cosmos. A well-adjusted teacher is one whose behaviour is appropriately engaged with society norms, culture and a given interpersonal situation. Vaghela (2014) quotes Montessori: "The teacher is an active observer and supervisor of children who directs and guides wherever and whenever necessary." To be effective, teachers need to be spiritually mature. It is generally believed that teachers with high levels of spiritual intelligence are socially well-adjusted and will be able to develop effective human resources in terms of scholar growth, as required by the guardians of the society and policy-makers.

### ADJUSTMENT

The term 'Adjustment' refers to harmonious relationship between the person and environment. The concept of adjustment is biological in origin; It was used as "Adaptation" in biological in origin. It was used as 'adaptation' in the year 1859. A person not only adapts to physical demands. But he also adjusts to social demands. Adoption mean biological survival and adjustment mean psychological survival. This concept of adaptations was borrowed by psychology and named as adjustment. Adjustment in simple word can be defined as satisfactory relation of an organism to its environment. Adjustment means adaptation to reality. Adjustment involves ability to solve one's personal in a socially acceptable and construction way.

Te adjustment person is able to handle their personal relationship with insight and understanding. A well adjusted person is always happy, efficient and has a proper degree of social feeling. Adjustment helps in developing an integrated and balance personality. The dictionary meaning of the word 'Adjustment' is to fit, to modify to harmonize, to make suitable adaptation on to make correspondent arrangement. Thus when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. In some situations, one of the factors may not be changeable and so the one has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach on upper story window is a good example of such an adjustment. Wearing of clothes according to requirements of the seasons is another suitable example. Modern technology has, of course, made it possible to adjust the temperature inside dwelling houses and workplace to harmonize with our needs.

Hota (2000) found a significant and positive relationship between organizational health and all the dimensions of adjustment (namely home adjustment, health adjustment, social adjustment, emotional adjustment and social adjustment).

Chokkanatham & Lee (2005) stated that a person who fails to adapt is more prone to diseases, withdrawal, depression, anxiety and frustration.

Encarta (2006) viewed adjustment as the ability of a person to adapt to new circumstances, settings or situations.

Sharma (2017) defined adjustment is a process which reflects the total personality of a person by balancing and equilibrating behaviour according to the present condition. We can also say adjustment is a process maintaining, adjusting and behaving in response to the physical and social environment. Sharma (2017) A well-adjusted person is one whose behaviour is appropriately engaged with society norms, culture and a given interpersonal situation.

Sharma (2018) stated that adjustment can be improved by using of positive and creative emotional forces in an individual.

## SPIRITUAL INTELLIGENCE

Spiritual intelligence teaches us the real meaning of adjustment. It is another type of intelligence that enables general well-being and finding fulfillment. It does not equate to religion, which can be narrow and prescriptive and may block personal spiritual development. A person high in spiritual intelligence adapts well in all spheres of life, and does not carry default feelings of constraint, superiority, intolerance or injustice. Spiritually intelligent employees are able to handle the different situations wisely. It is an intelligence whose proper use in life can bring inter and intra peace in a person's life. Branches of psychology, neurology, and anthropology have given it the name of "spiritual intelligence"

According to Vaughan (2002) spiritual intelligence is the consequence of the highest level of individual growth in the fields of cognition, meaning attainment, transcendental and moral communication. According to Emmons, (1999) spiritual intelligence is the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment. He also suggested some characteristics of spiritual intelligence. Velazquez (2000) found people who involved in spiritual practice relatively were better adjusted than their counterparts without that practice. Animasahun (2010) found that emotional intelligence and spiritual intelligence made a significant difference in social adjustment and success in life. Sharma (2017) defined spiritual intelligence as spiritual consciousness. Spirituality is like an umbrella which covers all the intelligences namely intellectual, ethical, emotional, conative, psychomotor and

interpersonal. Spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. Sharma (2017) Spiritual intelligence is the ability to ask question related to the existence of one's on the world. Sharma (2017) explored the significant association of adjustment with emotional intelligence, spiritual intelligence of working women and their life satisfaction. Zohar and Marshall (2000) stated that high spiritual intelligence comes with proper behaviour and low spiritual intelligence comes with problematic behaviour. Individuals with high spiritual intelligence also demonstrated higher measures of satisfaction and performance

## **OBJECTIVES**

1. To study the relationship between spiritual intelligence and adjustment of Secondary school teachers.
2. To study the relationship between spiritual intelligence and adjustment of male Secondary school teachers.
3. To study the relationship between spiritual intelligence and adjustment of female Secondary school teachers.

## **HYPOTHESES**

1. There will be no significant correlation between spiritual intelligence and adjustment of secondary school teachers
2. There will be no significant correlation between spiritual intelligence and adjustment of male secondary school teachers.
3. There will be no significant correlation between spiritual intelligence and adjustment of female secondary school teachers.

## **SAMPLE**

A sample of 200 Secondary school teachers of Tehsil Abohar was taken randomly.

## **TOOLS**

1. Mangal Teacher Adjustment Inventory by Mangal(2005).
2. Spiritual Intelligence Scale by Singh, Singh and Kaur (2010).

## **STATISTICAL TECHNIQUES**

Pearson's product moment, correlation was used to study the relationship between spiritual intelligence and adjustment of Secondary school teachers.

## RESULTS AND DISCUSSION

**Table 1: Showing Person's Product moment correlation between spiritual Intelligence and adjustment of secondary school teachers.**

Sr. No.	Variable	N	R	Interpretation at different level of Significance
1.	Spiritual Intelligence	200	0.742	Significant
2.	Adjustment	200		

The r in order to be significant at 0.05 level and 0.01 level should be 0.195 and 0.254 respectively. Since obtained r is greater than both these value, therefore it is significant. Hence the hypotheses, "There will be no significant correlation between spiritual intelligence and adjustment of secondary school teachers" is not accepted.

**Table 2: Showing Person's Product moment correlation between spiritual Intelligence and adjustment of male secondary school teachers**

Sr. No.	Variable	N	R	Interpretation at different level of Significance
1.	Spiritual Intelligence	100	0.6165	Significant
2.	Adjustment	100		

The r in order to be significant at 0.05 level and 0.01 level should be 0.195 and 0.254 respectively. Since obtained r is greater than both these value, therefore it is significant. Hence the hypotheses, "There will be no significant correlation between spiritual intelligence and adjustment of male secondary school teachers." is not accepted.

**Table 3: Showing Person's Product moment correlation between spiritual Intelligence and adjustment of female prospective teachers.**

Sr. No.	Variable	N	R	Interpretation at different level of Significance
1.	Spiritual Intelligence	100	0.693	Significant
2.	Adjustment	100		

The  $r$  in order to be significant at 0.05 level and 0.01 level should be 0.195 and 0.254 respectively. Since obtained  $r$  is greater than both these value, therefore it is significant. Hence the hypotheses, "There will be no significant correlation between spiritual intelligence and adjustment of female secondary school teachers." is not accepted.

## EDUCATIONAL IMPLICATIONS

There is a need to provide training to enhance the spiritual intelligence of teachers so that they may make better adjustment with society. The present study has shown the relationship between adjustment and spiritual intelligence. There is a need to work on the hidden intelligences of individuals. Special workshop/seminar/conferences should be organized by higher authorities to bring better adaptation in the behaviour of a person.

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