

A Study Of Correlation Between Life Satisfaction And Spiritual Intelligence Of Teachers In Relation To Their Marital Status

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ABSTRACT

This study explores the correlation between life satisfaction and spiritual intelligence among teachers, with a specific focus on their marital status, distinguishing between married and unmarried individuals. The research objectives aim to investigate how marital status affects the relationship between life satisfaction and spiritual intelligence. The hypotheses posit that there will be no significant correlation for both married and unmarried teachers, as well as no significant influence of marital status on this correlation. Life satisfaction is defined in this study as a positive evaluation of one's life conditions, encompassing various aspects of physical, psychological, and social well-being. Spiritual intelligence is the human capacity to utilize multiple levels of consciousness, embody spiritual values, and manifest qualities that enhance well-being, guiding individuals to lead meaningful lives in alignment with refined awareness, grace, meaning, transcendence, truth, peaceful surrender, and inner directedness. The research concentrates on schoolteachers in Ahmedabad, Gujarat, India, categorizing them into married and unmarried categories.

The research methodology employs a descriptive survey approach, involving a sample of 1000 teachers from secondary and higher secondary schools in Ahmedabad district. The study utilizes scales developed by the researcher to assess life satisfaction and incorporates the standardized Spiritual Intelligence measurement scale developed by Bankim G. Shah

Data analysis reveals positive correlations between life satisfaction and spiritual intelligence for both married and

unmarried teachers. These findings contradict the null hypotheses that proposed no significant correlations. The critical ratio (CR) value indicates that marital status has a significant effect on the correlation between life satisfaction and spiritual intelligence. The study underscores the positive correlation between life satisfaction and spiritual intelligence among teachers, irrespective of their marital status. This correlation is particularly pronounced among married teachers, highlighting the importance of spiritual intelligence for overall well-being. Furthermore, the research highlights the role of marital status in shaping the link between life satisfaction and spiritual intelligence among teachers.

Key words: Life Satisfaction, Spiritual intelligence, Marital status.

1.1 Introduction

Teachers play a central role in shaping the educational landscape, charged with the vital task of imparting knowledge, skills, and values to the students who will shape our future. The National Knowledge Commission has emphasized the pivotal role of higher education in driving social transformation, recognizing the catalytic potential of education (National Knowledge Commission: Report to the Nation, 2007). However, the modern educational environment presents educators with new challenges, often leading to a decline in life satisfaction, particularly in the context of spiritual intelligence. This challenge is heightened by rapid advancements in science and technology, introducing novel demands and complexities into the realm of education, affecting the mental and physical well-being of teachers.

Understanding the intricate relationship between life satisfaction and spiritual intelligence among educators is of paramount importance for several reasons. Firstly, spiritual intelligence has been identified as a significant predictor of overall life satisfaction. Teachers who possess a high level of spiritual intelligence are more likely to experience greater well-being and personal fulfilment. Conversely, a lack of spiritual intelligence can lead to stress, burnout, and a significant detriment to the overall quality of life for teachers.

Furthermore, exploring the interplay between life satisfaction and spiritual intelligence among schoolteachers in India takes on special significance, given the unique dynamics of the country's education system. India's diverse educational landscape is characterized by a myriad of challenges, including issues like workload, classroom management, curriculum

changes, and job security, all of which significantly influence spiritual intelligence and, consequently, the life satisfaction of teachers.

This study delves into these dynamics and extends its focus to consider the crucial variable of spiritual intelligence among teachers. In a country where family and social dynamics play an integral role in individuals' lives, the spiritual intelligence of teachers can have a notable impact on their life satisfaction. By examining the multifaceted relationship between spiritual intelligence and life satisfaction among teachers in India, this research aims to provide valuable insights for policymakers and educational institutions. The goal is to not only improve the well-being of educators but also enhance the overall quality of education by recognizing the unique challenges and strengths associated with different levels of spiritual intelligence among teachers.

1.2 Literature Review

Maninder Kaur's (2017) study investigated the relationships between life satisfaction and psychological factors among 500 undergraduate students from various colleges affiliated with Guru Nanak Dev University, Amritsar. Objectives included exploring the correlation between life satisfaction and mental health, analysing differences in life satisfaction based on rural and urban backgrounds, examining the connection between life satisfaction and spiritual intelligence, and assessing the impacts of mental health, emotional intelligence, and spiritual intelligence on predicting life satisfaction. Tools included the Life Satisfaction Scale (2011), a Mental Health Scale developed by the investigator, Mangal Emotional Intelligence Inventory (2012), and Roqan Spiritual Intelligence Test (2011). Statistical techniques comprised descriptive statistics, Pearson's correlation coefficient, step-up regression, and graphical analysis. Findings indicated a significant correlation between life satisfaction and mental health. Notable correlations were found between life satisfaction and emotional intelligence, as well as spiritual intelligence. The combined influence of mental health, emotional intelligence, and spiritual intelligence significantly improved the prediction accuracy of life satisfaction. This effect was more pronounced for male students, rural students, and urban students.

Kaur and Singh (2013) explored Spiritual Intelligence (SI) among prospective engineers and teachers, finding that overall factors influencing SI were not significantly affected by gender, locality, or family status, with exceptions in specific domains.

For engineering students, gender differences emerged in extrasensory perception (males > females), while mindfulness was influenced by social class (high class > middle class). Among teacher training students, social class affected factors such as community (middle class > high class), trauma (middle class > high class), and intellectuality (middle class > high class). The study concludes that enhancing students' spiritual intelligence could contribute to societal betterment.

Jamal and Zahra (2014) investigated the relationship between life satisfaction and religiosity among college teachers in Pakistan. The study found a positive association between religiosity and life satisfaction, suggesting that religiosity plays a significant role in the life satisfaction of male and female college teachers.

Noor and Naraini (2006) examined the determinants of well-being among Malaysian women and found that the predictors of well-being and life satisfaction varied across different age groups.

Verne (2005) conducted a study on self-concept, relationship harmony, and life satisfaction. The findings indicated that higher self-concept and relationship harmony scores predicted greater life satisfaction, while perceived conflict was associated with lower life satisfaction.

The review of literature suggests mixed results regarding the relationship between life satisfaction and various factors. Therefore, conducting a study on schoolteachers in the Indian context would have practical implications in understanding and addressing the unique challenges faced by teachers in their spiritual intelligence and overall life satisfaction.

1.3 Statement of the problem

A Study of Correlation between Life Satisfaction and Spiritual Intelligence of Teachers in Relation to their Marital Status

1.4 Objectives of the Study

1.To Investigate the impact of Marital status (married and unmarried teachers) on correlation of life satisfaction and spiritual intelligence among teachers.

1.5 Hypotheses of the study

1. There will be no significant correlation between life satisfaction and spiritual intelligence among married teachers.
2. There will be no significant correlation between life satisfaction and spiritual intelligence among unmarried teachers.
3. There will be no significant effect of marital status on the correlation between life satisfaction and spiritual intelligence.

1.6 Delimitations of the study:

1.The study is delimited to only the schoolteachers of CBSE, Gujarat board of Ahmedabad District. 2.The study is delimited to only the teachers teaching in Aided/ non-aided and private secondary and higher secondary school of Ahmedabad District.

1.7 Limitations:

It is important to acknowledge the limitations of this study, which may guide future research.

1. Methodological Limitations: This study employed a descriptive survey methodology, which has inherent limitations such as response biases and limited scope for in-depth exploration. Future research can employ diverse research methodologies, such as longitudinal studies or mixed-method approaches, to overcome these limitations.
2. Sample Size and Generalizability: The sample size of this study was limited to a specific geographical area, which may affect the generalizability of the findings. Future research should aim for larger and more diverse samples to enhance the external validity of the results.
3. Tools and Measures: The findings and conclusions of this study are based on the specific tools used to assess spiritual intelligence and life satisfaction. Exploring alternative measurement tools and incorporating multiple indicators can provide a more comprehensive understanding of these constructs.

1.8DEFINITIONS OF THE KEY WORDS

1.81 Life Satisfaction

Theoretical Definition: Life satisfaction, according to Sumner (1966) and Diener (2006), is a positive evaluation of one's life conditions, where individuals judge that, on balance, their life measures up favorably against their standards or expectations. It represents an overall assessment of feelings and attitudes

about one's life at a specific moment, ranging from negative to positive.

Operational Definition:

In the context of this study, life satisfaction of teachers is viewed as a function of their physical, psychological, and social well-being. It encompasses aspects such as general happiness, social relationships, mental health, hobbies, religious beliefs, and interest in life, referred to as "current" life satisfaction. For this study, the life satisfaction of teachers is measured using a scale developed by the researcher specifically for this research.

1.82 Spiritual Intelligence

Theoretical Definition:

Spirituality is a source of creativity open to us all. It brings the quality of aliveness which sparks inquiry, ideas, observations, insights, empathy, artistic expression, earnest endeavours, and playfulness. It opens us to life and to each other. Spirituality is a thread that runs through our life, bringing hope, compassion, thankfulness, courage, peace, and a sense of purpose and meaning to the everyday, while reaching beyond the immediate world of the visible and tangible. It drives us to seek and stay true to values not ruled by material success.

(Burns & Lamont, 1995 cited in Mac Gilchrist et al., 1997)

Operational Definition

In the present study Spiritual intelligence can be defined as the human ability of using multiple levels of consciousness to apply, manifest and embody spiritual resources, values and qualities in problem solving and attaining goals in ways that enhance their daily functioning and well-being. It integrates all the dimensions of human life and guides them to live a meaningful life. For the purpose of proposed research, Spiritual intelligence comprises the following dimensions : (a) Consciousness: Developed refined awareness and self-knowledge; (b) Grace: Living in alignment with the sacred manifesting love for and trust in life; (c) Meaning: Experiencing significance in daily activities through a sense of purpose and a call for service, including in the face of pain and suffering; (d) Transcendence: Going beyond the separate egoistic self into an interconnected wholeness; (e) Truth: Living in open acceptance, curiosity, and love for all creation (all that is); (f) Peaceful surrender to Self (Truth, God, Absolute, true nature); and (g) Inner-directedness: inner-freedom aligned in responsible wise action. In the present study it will be

measured in the terms of score of school teachers on the spiritual intelligence measurement scale developed by Bankim G. Shah.

1.8.3 School Teachers

The proposed study defines "schoolteachers" as educators who are involved in teaching at both aided and non-aided Higher Secondary and Secondary schools located in Ahmedabad, Gujarat, India

1.8.4 Married/Unmarried

Married and unmarried teachers are defined based on their marital status. 'Married teachers' refer to individuals who are legally and officially married, as recognized by their respective governments or relevant authorities, and are currently in a marital relationship. In contrast, 'unmarried teachers' encompass individuals who are not legally or officially married, as recognized by their respective governments, and includes those who are single, divorced, separated, widowed, or in any other marital status that does not fall under the category of 'married' for the purpose of this study.

1.9 Method: The researcher used descriptive survey research method for this study.

1.10 Population: Population of the present study comprises of all teachers teaching secondary and higher secondary school in Ahmedabad district.

1.11 Sample The sample for this study comprises of 1000 teachers teaching in secondary and higher secondary school in Ahmedabad district.

1.12 Tools

1. Life Satisfaction Measurement Scale developed by the researcher.
2. Standardized Spiritual Intelligence Measurement Scale developed by Bankim G. Shah

1.13 Data Analysis

The study aimed to investigate the impact of marital status, specifically the distinction between married and unmarried teachers, on the correlation between life satisfaction and spiritual intelligence among schoolteachers. The null hypothesis was formulated as follows:

Ho₁. 1. There will be no significant correlation between life satisfaction and spiritual intelligence among married teachers.

Table – 1. Descriptive and Comparative Statistics of Life Satisfaction and spiritual intelligence of married teachers.

CATEGORY	N	CORRELATION	NOTE
life satisfaction of married teachers	486	0.580	SIG AT .01 Level
Spiritual intelligence of unmarried teachers.			

Table 1.1 reveals that the value of Correlation i.e. $r = 0.580$ at 485 d.f. which is positive and significant at 0.01 level of significance. **Therefore, the hypothesis 1.1 which states that There will be no significant correlation between life satisfaction and spiritual intelligence among married teachers is rejected.** It is found that there is positive relationship between the life satisfaction and spiritual intelligence among married teachers.

Ho₂. There will be no significant correlation between life satisfaction and spiritual intelligence among unmarried teachers.

Table – 1.2 Descriptive and Comparative Statistics of Life Satisfaction and Spiritual intelligence of unmarried teachers.

CATEGORY	N	CORRELATION	NOTE
life satisfaction of unmarried teachers	514	0.520	SIG AT .01 LEVEL
Spiritual Intelligence of unmarried teachers			

Table 1.2 reveals that the value of Correlation i.e., $r = 0.520$ at 513 df. which is positive and significant at 0.01 level of significance. **Therefore, the hypothesis 1.2 which states that There will be no significant correlation between life satisfaction and Spiritual intelligence among unmarried teachers is rejected.** It is found that there is positive relationship between the life satisfaction and spiritual intelligence among unmarried teachers.

Ho₃ There will be no significant Effect of Marital status on the correlation of life satisfaction and spiritual intelligence.

Table – 1.3 Descriptive and Comparative Statistics of Effect of Marital status on Life Satisfaction and Spiritual Intelligence.

N	MARRIED TEACHERS	UNMARRIED TEACHERS
Total Count	486	514
r- correlation	0.580	0.520
Z	0.580	0.520
Sigma	0.054	
CR	2.86	
Note	Significant at 0.01 level	

The table 1.3 shows that the Z value of Effect of Marital status is 0.054. The CR-value of Effect Of Marital status of schoolteachers on the correlation of life satisfaction and Spiritual intelligence is 2.86 which is higher than the tabulated value of 2.58 at .01 level of significance. Hence, it indicates that **there is significant Effect of Marital status on the correlation of life satisfaction and spiritual intelligence of teachers.**

1.14 Findings of the study: 1. The correlation coefficient of 0.580 ($p < 0.01$) signifies a noteworthy positive correlation between life satisfaction and spiritual intelligence among married teachers. This indicates that higher spiritual intelligence levels correspond to increased life satisfaction among married teachers. This underscores the importance of considering spiritual intelligence as a contributor to educators' overall life satisfaction in marital relationships.

2. It indicates a significant positive correlation ($r = 0.520$, $p < 0.01$) between life satisfaction and spiritual intelligence among unmarried teachers, contradicting the hypothesis (Ho2) of no significant correlation. This implies that heightened spiritual intelligence corresponds to increased life satisfaction in unmarried teachers, emphasizing the importance of acknowledging spiritual intelligence as a contributor to overall well-being in this group.

3. The critical ratio (CR) value for the effect of marital status (married vs. unmarried) on the correlation between life satisfaction and spiritual intelligence among teachers is 2.86, exceeding the tabulated value of 2.58 at the 0.01 significance level. Thus, the hypothesis (Ho3) suggesting no significant effect of marital status on the correlation is rejected. This indicates a substantial and statistically significant impact of Marital status on the relationship between life satisfaction and spiritual intelligence for teachers.

1.15 Educational Implications of the Study:

Some of the educational implications are as follows:

1. **Holistic Teacher Development Programs:** Educational institutions should design and implement holistic teacher development programs that go beyond academic skills. These programs should focus on nurturing teachers' spiritual intelligence, emphasizing personal well-being, stress management, and effective communication. By incorporating these elements into professional development, institutions can contribute to higher levels of life satisfaction among teachers.
2. **Incorporating Spiritual Intelligence in Teacher Training:** Teacher training programs should include components that specifically address the cultivation of spiritual intelligence. This could involve modules on mindfulness, empathy, and fostering a sense of purpose in education. Integrating spiritual intelligence into teacher training can positively impact not only the individual well-being of educators but also create a more positive and enriching learning environment for students.
3. **Promoting a Supportive School Culture:** Educational leaders should work towards fostering a supportive school culture that recognizes the importance of both spiritual intelligence and life satisfaction among teachers. This involves creating policies and practices that prioritize work-life balance, acknowledge individual strengths, and provide opportunities for personal and professional growth. A positive school culture contributes to a fulfilling professional experience for teachers.
4. **Student Well-Being Programs:** Schools should also consider incorporating aspects of spiritual intelligence and life satisfaction into student well-being programs. This could involve activities that promote mindfulness, empathy, and a sense of purpose among students. Creating an environment that values these elements can contribute to a positive and inclusive school community, benefiting both teachers and students alike.
5. **Parent-Teacher Collaboration:** Encouraging collaboration between parents and teachers is essential for creating a comprehensive approach to education that considers the spiritual and life satisfaction aspects of both educators and students. Schools can organize workshops or sessions to involve parents in understanding the importance of these

factors and how they contribute to a holistic educational experience

1.16 Suggestions for Further Research:

Based on the findings and conclusions of this study, the following suggestions are put forth for further research in the context of schoolteachers:

1. **Larger Sample Size:** To enhance the generalizability of findings related to spiritual intelligence and life satisfaction, future research could benefit from a larger and more diverse sample of schoolteachers. Including participants from various regions and educational settings would contribute to more robust and representative results.
2. **Grade-Level Variation:** While this study focused on college teachers, further research can explore the relationship between spiritual intelligence and life satisfaction among teachers at different grade levels, including primary, middle, and high school. Examining these relationships across various educational stages can unveil specific factors influencing spiritual intelligence and life satisfaction.
3. **Alternative Assessment Techniques:** Replicating this study using diverse assessment techniques to measure spiritual intelligence and life satisfaction can offer a more comprehensive understanding of their relationship. Researchers may explore qualitative methods, interviews, or mixed-method approaches to capture richer and more nuanced data on teachers' perceptions and experiences with spiritual intelligence and life satisfaction.
4. **Comparative Study:** Conducting a comparative study that includes both teachers and administrators from schools can provide insights into the differences and similarities in spiritual intelligence and life satisfaction between these two groups. Comparing the perspectives and challenges faced by teachers and administrators can inform strategies for improving overall spiritual intelligence and well-being within educational institutions.
5. **Relationship with Educational Attainment:** Further research can investigate the relationship between educational attainment and both spiritual intelligence and life satisfaction among teachers. Understanding how the level of education influences these satisfaction levels can offer valuable insights into the

impact of professional development and qualifications on spiritual intelligence and life satisfaction among educators.

1.17 Conclusion: The study underscores the vital influence of spiritual intelligence on the life satisfaction of both married and unmarried teachers. For married teachers, a noteworthy positive correlation ($r = 0.580$, $p < 0.01$) signifies that heightened spiritual intelligence corresponds to increased life satisfaction, highlighting its importance in marital relationships. Similarly, among unmarried teachers, a significant positive correlation ($r = 0.520$, $p < 0.01$) contradicts the initial hypothesis (Ho2), emphasizing the role of spiritual intelligence in enhancing life satisfaction in this group. The critical ratio (CR) value analysis reveals a substantial impact of marital status on the correlation, rejecting hypothesis Ho3 and underscoring the significance of considering marital status as a contextual factor influencing the relationship between life satisfaction and spiritual intelligence for teachers. Overall, these findings provide valuable insights for educational institutions and policymakers aiming to enhance teacher well-being within the diverse contexts of their personal and professional lives.

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