

Exploring the Relationship between Happiness and Spiritual Intelligence among School Teachers

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Abstract

Happiness is defined as a positive emotion which consists of feelings such as joy, contentment and satisfaction. The present study aims to explore the relationship between happiness and spiritual intelligence among school teachers. It is a descriptive survey-based study conducted on a randomly selected sample of 100 school teachers employed in government and private schools of Jalandhar district in Punjab. Standardized tools were used to collect the data. Before analyzing the data, Kolmogorov-Smirnov goodness-of-fit test was conducted on both the variables to check for normal distribution of data. After the confirmation of normal distribution, parametric tests including t-test and Pearson correlation were used for data analysis. The results indicate that there does not exist any significant difference between the level of happiness of government school teachers and private school teachers however the happiness levels of government school teachers are slightly higher than the private school teachers. Furthermore, there does not exist any significant difference between the levels of spiritual intelligence of government school teachers and private school teachers. However, there is significant positive correlation between happiness and spiritual intelligence of school teachers.

Keywords: *Happiness, Spiritual Intelligence, School Teachers*

Introduction

Happiness can be defined as a positive emotion which consists of feelings of joy, contentment and satisfaction. In true sense, happiness is concerned with leading a purposeful life. The recent Covid pandemic situation had forced the global researchers to ponder upon concerns related to happiness and well-being. According to Myers and Diener (1995) Happiness involves the experience of recurrent positive affect and uncommon negative affect and a comprehensive state of satisfaction with life.

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Happiness is desired by every individual since the start of life. A human being passes through different developmental stages and each stage is characterized by different sources of happiness. India ranks 126 out of 143 countries in the World Happiness Report 2024 (Helliwell et al. 2024). This figure indicates that India lags far behind many countries of the world in terms of happiness. Transcendent consciousness as a component of spiritual intelligence can predict job satisfaction among teachers (Zaman & Karimi, 2015). The happiness levels of a teacher may get affected by spiritual intelligence which refers to the awareness of deeper meanings of life, value system, conscientiousness and connections beyond the materialistic world. Since, school teachers are a distinguished part of India's work force, therefore it was deemed necessary to explore the relation between happiness and spiritual intelligence among school teachers.

Literature Review

Review of literature helps the researcher to acquaint himself with current knowledge in the area in which he/she is going to conduct his/her research and furthermore, it helps to identify the research gap.

Mertoglu (2018) carried out a study on levels of happiness among teachers and studied it in relation to some other variables. It was observed that happiness scores of the teachers were generally higher than average. Furthermore, it was concluded that the teachers' scores of happiness had no significant difference with respect to age, marital status, number of children and level of income.

Mardhatillah and Rahman (2020) conducted a study to examine the level of happiness among educators before and during pandemic COVID-19 in Indonesia. The study also identified the relation between spirituality and resilience with educator's happiness. It was concluded that educators were happier before pandemic. In comparison to resilience, it was spirituality which contributed more towards educators' happiness.

Shiva Kumara K & Praveena K.B. (2022) conducted research to study the happiness of teachers employed in secondary schools of Chamarajanagar district in the state of Karnataka. A sample of 150 teachers including males and females was randomly selected from different schools of Chamarajanagar district. The result indicated that most of the teachers had modest levels of happiness. Teachers employed in government schools were happier than the teachers employed in private schools while gender and locale did not have any significant influence on the happiness of teachers.

Gulati (2023) explored the connection between emotional intelligence, spiritual intelligence and happiness of school teachers teaching at secondary level from Jabalpur district. The sample contained 60 secondary school teachers selected randomly. The results revealed that there exists a significant relationship between spiritual intelligence, emotional intelligence and happiness.

After extensive literature review, it was concluded that studies pertaining to happiness have been conducted in other parts of the world but the frequency of research studies in India related to happiness of school teachers is quite less and there are negligible number of studies which try to correlate happiness with spiritual intelligence.

Objectives of the study

1. To study the significant difference between happiness of government and private school teachers.
2. To study the significant difference between spiritual intelligence of government and private school teachers.
3. To study the relationship between happiness and spiritual intelligence of school teachers.

Hypotheses of the study

The following hypotheses have been framed:

H₀₁: There is no significant difference between happiness of government and private school teachers.

H₀₂: There is no significant difference between spiritual intelligence of government and private school teachers.

H₀₃: There is no significant relationship between happiness and spiritual intelligence of school teachers.

Method

The study used a descriptive survey research design. Data was collected from the respondents by using standardized research tools namely Happiness Scale by Yashpreet Kaur (2022) to study Happiness and Sixfold Spiritual Intelligence Scale by Sarabjit Kaur (2017) to study Spiritual Intelligence among school teachers. Respondents included 100 school teachers employed in government and private schools in Jalandhar district of Punjab, India. A random sampling technique was used for data collection. Before analysing the data, Kolmogorov-Smirnov goodness-of-fit test was conducted on both the variables to check for

normal distribution of data. After the confirmation of normal distribution, parametric tests including t-test and Pearson correlation were used for data analysis (Cohen et al., 2007)

Results of the Study

Kolmogorov-Smirnov Test of Normality

In order to confirm the normal distribution of data, Kolmogorov-Smirnov goodness-of-fit test was conducted on both the variables. The results have been depicted in the table below:

Table 1: Kolmogorov-Smirnov Test of Normality

Variable	Statistic D	df	Critical Value
Happiness	0.0729*	100	0.136
Spiritual Intelligence	0.112377*	100	0.136

*not significant at 0.05 level.

The calculated KS value for the data of Happiness is 0.0729 (p-value 0.66214) and that of Spiritual Intelligence is 0.112377 (p-value 0.159918) both of which are less than the critical value indicated in above table. This means that the null hypothesis 'Data is not different from normal' is accepted. Therefore, we conclude that the data for happiness and spiritual intelligence is normally distributed thereby suggesting to use parametric statistical tests.

1. Difference in Happiness of Government and Private School Teachers

In order to check the difference in happiness of school teachers employed in government and private schools, t-test was employed and the results have been presented in the table below:

Table 2: Difference between Happiness of Government and Private School Teachers

Type of School	N	Mean	SD	df	t-value	Critical Value
Government School	50	164.04	10.14	98	0.967*	1.98
Private School	50	163.94	13.72			

*not significant at 0.05 level

As indicated in the table, the calculated t-value is less than the critical value therefore the result is not significant and the null hypothesis H_{01} 'There is no significant difference between happiness of government and private school teachers' is accepted. This means that there is no significant difference between the levels of happiness of government and private school teachers.

2. Difference in Spiritual Intelligence of Government and Private School Teachers

In order to check the difference in spiritual intelligence of school teachers employed in government and private schools, t-test was employed and the results have been presented in the table below:

Table 3: Difference between Spiritual Intelligence of Government and Private School Teachers

Type of School	N	Mean	SD	df	t-value	Critical Value
Government School	50	198.04	19.81	98	0.90*	1.98
Private School	50	197.54	21.54			

*not significant at 0.05 level

As indicated in the table, the calculated t-value is less than the critical value therefore the result is not significant and the null hypothesis H_{02} 'There is no significant difference between spiritual intelligence of government and private school teachers' is accepted. This means that there does not exist any significant difference between the spiritual intelligence of government school teachers and private school teachers.

3. Relationship between Happiness and Spiritual Intelligence among School Teachers

In order to check the relationship between happiness and spiritual intelligence, Pearson product moment correlation was employed and the results have been presented in the table below:

Table 4: Relationship between Happiness and Spiritual Intelligence among School Teachers

Variable	Mean	SD	N	df	r	Critical Value
Happiness	163.99	12.00	100	198	0.52*	0.14
Spiritual Intelligence	197.75	21.05	100			

*significant at 0.05 level

As indicated in the table, the calculated value of correlation is more than the critical value therefore the result is significant and the null hypothesis H_{03} 'There is no significant relationship between happiness and spiritual intelligence of school teachers' is rejected. This means that there is a significant relationship between happiness and spiritual intelligence of school teachers.

Discussion

The mean score of happiness and spiritual intelligence is slightly higher for teachers employed in government schools as compared to those employed in private schools however there is no significant difference between the happiness of government and private school teachers. Furthermore, there does not exist any significant difference between spiritual intelligence of government school teachers and private school teachers.

The result of Pearson correlation indicates that there is significant positive correlation between happiness and spiritual intelligence of school teachers which means that a teacher who is more spiritually intelligent would certainly be happier.

Conclusion

Although school teachers play a crucial role in the development of a nation yet their mental health has scarcely been a matter of concern. A happy teacher can be more effective in realising the educational objectives. Therefore, school managements must take into account the happiness of their teachers. Furthermore, the teacher training programmes must ensure the development of spiritual intelligence among prospective teachers because happiness and spiritual intelligence are positively correlated.

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