

## Original Research

Received 22 March 2026

Revised 29 April 2026

Accepted 20 May 2026

Natural Resources for Human  
Health 2026, Vol. 6 (2s): 682–694

### KEYWORDS:

Spiritual Intelligence, Competent,  
Teaching Competency,  
Cooperation, Higher Secondary  
School, Mizoram

## Spiritual Intelligence and Teaching Competency of Higher Secondary School Teachers in Mizoram

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**ABSTRACT:** The present research's results on spiritual intelligence and teaching competency placed a strong emphasis on the ability to practise basic human qualities like empathy in the family as well as interactions with people in the community, society, and the wider world. These qualities also included building mutual understanding between the teaching and non-teaching staff, cooperation, happiness, and effective interpersonal relationships between the teacher and the taught. The teacher plays the most significant function in imparting information and values to the pupils in order to help them develop these fundamental aspects of human existence. The purpose of the study is to find out how spiritually educated and competent Mizoram higher secondary school teachers are. Stratified random sampling has been used for this study to ensure that the participants are represented proportionately to their presence in the overall population. The overall mean score indicated that higher secondary school teachers in Mizoram have an average level of spiritual intelligence and teaching competency.

## INTRODUCTION:

Numerous studies have indicated that spiritual intelligence increases profound self-awareness, the application of spiritual wisdom, the capacity for forgiveness, and the understanding of various levels of consciousness (through meditation). As a result, it is thought to positively affect a person's psycho-social wellbeing and quality of life. The total performance and productivity of schools was shown to be more significant when the three factors of the study—spiritual intelligence, teaching competency, and work happiness of all teachers—were taken into account. The study's conclusions can also inspire other scholars to pursue their interest in the relevant issues for more investigation. The results of this study imply that a teacher's degree of spiritual intelligence and teaching ability determines how happy they are in their jobs.

Spiritual refers to deep feelings and beliefs. The activities whether physical, emotional or intuitional that leads to greater perfection, goodness and wholeness is spiritual. To success in solving any problem depends on the factors like knowing ourselves, knowing the problems of others, knowledge of the ground situation and knowledge of the techniques need to be applied based on the circumstances. Spiritual intelligence is the ability to know oneself, know other people, know the reality, understand the desired objective and the ability to choose the right technique based on the circumstances. This knowledge cannot be taught but it comes only with self-attainment and self-realization. Spiritual intelligence can be defined as an intuitive knowledge of the self, others, situations and techniques to achieve the desired objectives of the world. Teachers play a variety of roles. Being responsive to innovative pedagogy is essential for a competent teacher to convey the current demands of the teaching-learning process both within and outside the classroom. In order to achieve greatness, teachers must exhibit professional competences such as the ability to execute sophisticated instructional skills and the capacity to satisfy demanding requirements. Numerous studies have indicated that spiritual intelligence improves profound self-awareness, the application of spiritual knowledge, forgiveness, and the understanding of various levels of consciousness (through meditation), all of which are beneficial to an individual's quality of life.

Spiritual intelligence is the capacity to comprehend oneself, others, reality, and intended goals as well as the ability to select appropriate methods according to the situation. This knowledge can only be attained and realised on one's own; it cannot be taught. An intuitive understanding of oneself, people, circumstances, and methods for achieving the world's goals is referred to as spiritual intelligence. A person with spiritual intelligence sees the world holistically, taking into account the past, present, and future. His or her ideas flow with the divine energy and unite with the highest thinking. A person's attitude, perspective, and care for others are all factors in their spiritual health.

Teacher competency is considered as the single most crucial factor which determines the quality of education. It is said that ninety (90) percent of the student's success in academic and life time achievement depends upon the teachers' competencies. Whatever practising in schools define the social and intellectual competencies and character of the new generation in shaping and running the society. Quality and relevance have become the catch words of 21st century. Teaching competency implies an efficient and effective performance of teacher in the school premises for bringing about desirable outcomes of the students.

The competency of a teacher encompasses issues and requirements pertaining to educational programmes that have the potential to develop a prospective teacher into a capable professional with all the information and abilities necessary to carry out teaching duties, including investigating the feasibility of obtaining both human and material resources from the community for educational purposes. Effective teachers are required to exhibit not just a command of fundamental skills but also a thorough comprehension of the subject matter of their courses, pedagogical aptitude, professionalism, and communication skills. A spiritually competent teacher will be motivated to serve, will develop professionally, and will be content in their role as a teacher, creating a polite learning environment for a wide range of students.

## REVIEW OF RELATED LITERATURE

**Viswanathappa, E. (2005)** investigated "Attitude towards teaching and teaching competence". The study was conducted in Anantapur district of Andhra Pradesh. The investigator investigated the influence of attitude towards teaching and admission test rank on the teaching competence of student teachers at secondary level. From the study, it was found out that attitude towards teaching plays a significant role in predicting the teaching competence of student teachers.

**Sahaya, M. R., & Manorama, S. (2010)** in examining the "Influence of emotional intelligence on attitude towards teaching of student-teachers" to find out the influence of Emotional Intelligence (E.Q.) on attitude towards teaching (A.T.) of student-teachers at government colleges of education in Chennai, based on gender, subject, educational qualification, community, previous teaching experience and the 56 influence to be a teacher of student-teachers. The sample consists of 87 males and 104 females from two government colleges of education in Chennai. The findings of the study revealed that 1. There is a significant difference in qualification, community influence to be a teacher and attitude towards teaching of student-teachers. 2. There is no significant difference between gender, subject, community, influence of others, previous teaching experience and the Emotional Intelligence of the student-teachers. 3. There is a significant relationship between emotional intelligence and attitude towards teaching profession of student-teachers.

**Hamida, et.al. (2011)** investigated the "Impact of different factors on teaching competencies at secondary level in Pakistan". The sample of 300 teachers were selected for the study. The survey method and questionnaires were used for the data collection. The investigators analyzed the data by using simple Mean, Standard Deviation and Percentage. The findings showed that – 1. Most families are in favour of female teacher's job. 2. Females spare the time for domestic work due to half day job. 3. Professional jealousy is everywhere and mostly it effects on their teaching competency.

**Mahajan (2011)** investigated "Academic achievement in relation to emotional intelligence and spiritual intelligence". This study was designed to study academic achievement in relation to emotional intelligence and spiritual intelligence. A sample of 140 students studying in class XI from four schools of District Hoshiarpur was taken for the collection of data. The technique employed was multistage randomization of clusters at school and section level. B- variate coefficients of correlation and t-ratio were used to analyze the data. The findings indicated that – 1. No significant difference between the spiritual intelligence of boys and girls. 2. There exists positive and significant relationship between academic achievement and emotional intelligence of boys and girls. 3. The relationship was found positive and significant for boys and girls separately. 4. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

## OBJECTIVES OF THE STUDY

1. To assess the level of spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.
2. To compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management, gender and stream of study.
3. To compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management, gender and stream of study.
4. To study the relationship among spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

## Hypotheses

1. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.
2. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management
3. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.
4. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender.
5. There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study.
6. There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.
7. There is no significant relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

## METHODOLOGY

The nature of the present study is descriptive survey approach. A descriptive study documents, characterises, analyses, and interprets the current state of affairs by describing and interpreting the existing conditions. The purpose of the study is to find out how spiritually educated and competent Mizorami higher secondary school teachers are.

### Sampling

Stratified random sampling has been used for this study to ensure that the participants are represented proportionately to their presence in the overall population.

Three (3) districts—the northern Aizawl district, the southern Lunglei district, and the eastern Champhai district—out of the eleven (11) districts in Mizoram were chosen for the current study. Three hundred (300) teachers from government higher secondary schools and three hundred (300) teachers from private higher secondary schools were chosen from among the six hundred (600) higher secondary school teachers in the three districts of Mizoram.

In the study, 290 female higher secondary school teachers and 310 male higher secondary school teachers each made up the participant count. One hundred forty-five (145) male and one hundred sixty-one (161) female higher secondary school teachers from the Arts stream were chosen for the study. From Science stream, two hundred five (205) teachers consisting of one hundred eleven (111) male and ninety-four (94) female teachers of higher secondary school teachers in Mizoram comprised the sample. From Commerce stream, eighty-nine (89) including fifty-four (54) male and thirty-five (35) female higher secondary school teachers in Mizoram comprised the sample of study.

**Tools Employed:** The following tools were employed for collection of data:

1. Spiritual Intelligence Scale developed by Santosh Dhar&Upinder Dhar (2010) Spiritual Intelligence Scale (SIS-DD) (English Version) is employed for the study. This scale consists of fifty-three (53) items in which it has 6 dimensions-Benevolence, Modesty, Conviction, Compassion, Magnanimity and Optimism.

2. Teaching Competency Scale developed by the investigators was used for the assessing teaching competency of higher secondary school teachers. This scale consists of thirty-two (32) statements covering the various six (6) dimensions in terms of Teaching skills, Emotional Competencies, Psycho-social Skills, Academic Performance, Leadership Quality, Personality.

## Data Interpretation and Discussion

### Objective 1: Level of spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

In order to find out the level of spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram, the first objective is split up into three (3) sub-sections as:- **Objective 1(a): Level of Spiritual Intelligence of Higher Secondary School Teachers in Mizoram.**

*Table 1 Overall Mean of Spiritual Intelligence of Higher Secondary School Teachers in Mizoram*

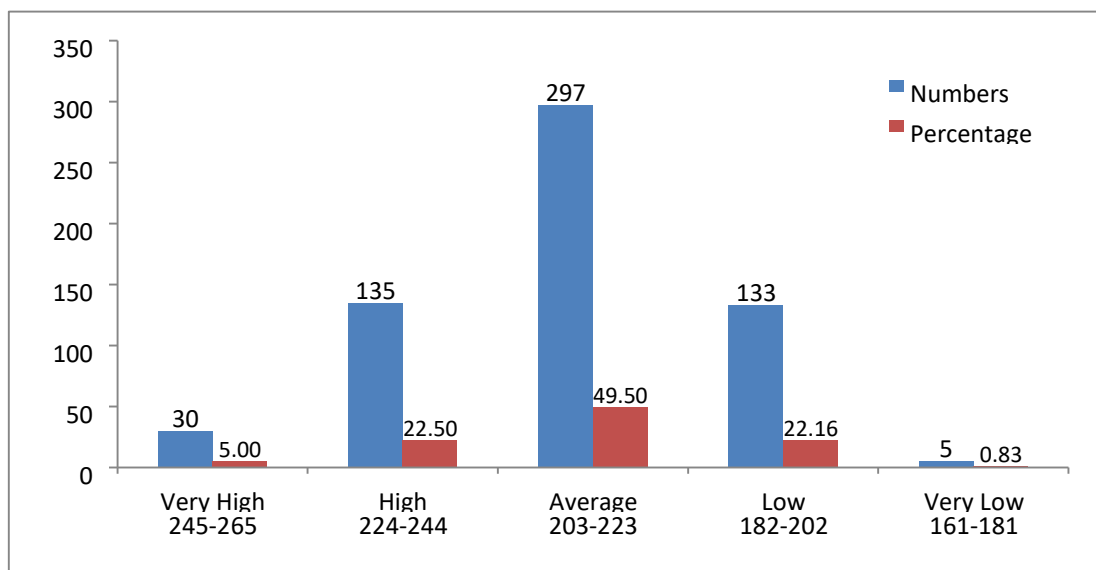
| Variables              | Standard | Mean   | Standard Deviation |
|------------------------|----------|--------|--------------------|
| Spiritual intelligence | 600      | 214.89 | 17.17              |

From the given table 1, it was found that out of the six hundred (600) respondents, the mean score and standard deviation of spiritual intelligence of higher secondary school teachers in Mizoram were found out to be 214.89 and 17.17 respectively. Therefore, the overall mean score indicated that higher secondary school teachers in Mizoram have an average level of spiritual intelligence.

**Table 2 Overall Level of Spiritual Intelligence of Higher Secondary School Teachers in Mizoram**

| Level of Spiritual Intelligence | Scores       |
|---------------------------------|--------------|
| Very High 245<br>– 265          | 30 (5%)      |
| High<br>224 - 244               | 135 (22.5%)  |
| Average 203<br>– 223            | 297 (49.5%)  |
| Low<br>182- 202                 | 133 (22.16%) |
| Very Low 161<br>– 181           | 5 (0.83%)    |

(Figures in parentheses are given in percentage)



**Figure 1:** Overall Level of Spiritual Intelligence of Higher Secondary School Teachers in Mizoram.

From the above table 2 and figure 1, Out of the 600 higher secondary school teachers in Mizoram, only 5 (0.83%) were found to have very low spiritual intelligence. Of the 600 higher secondary school teachers in Mizoram, 133 (22.16%) had low spiritual intelligence, making up nearly half of the teachers. In Mizoram, instructors at higher secondary schools were found to have varying levels of spiritual intelligence: 30 (5%) had very high spiritual intelligence, 135 (22.5%) had high spiritual intelligence, and 297 (49.5%) had average spiritual intelligence.

## Objective 1 (b) Level of Teaching Competency of Higher Secondary School Teachers in Mizoram.

**Table 3** Overall Mean of Teaching Competency of Higher Secondary School Teachers in Mizoram

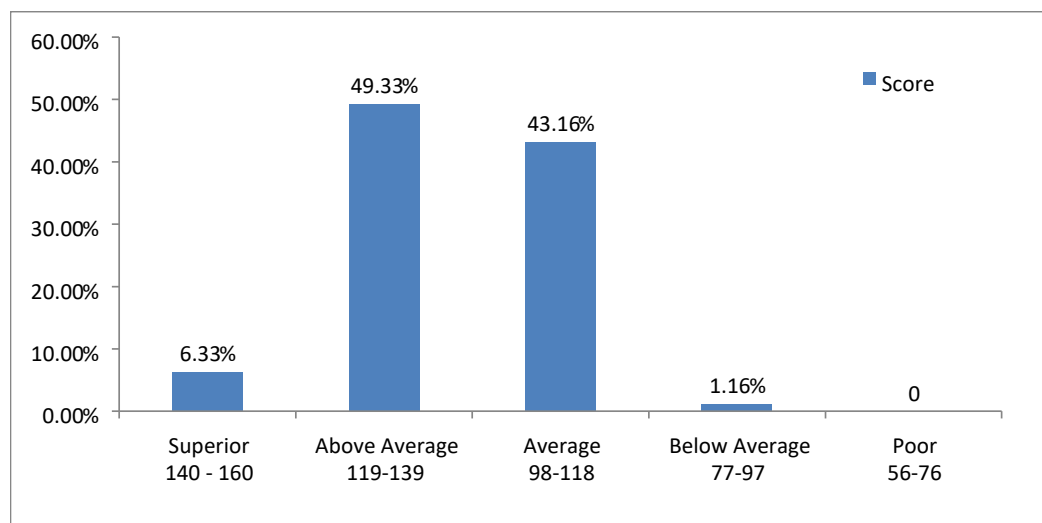
| Variable            | Numbers | Mean   | Standard Deviation |
|---------------------|---------|--------|--------------------|
| Teaching Competency | 600     | 120.37 | 11.74              |

The given table 3 indicated that out of the six hundred (600) participants, the mean score and standard deviation of teaching competency of teachers were found to be 120.37 and 11.74 respectively. Therefore, the overall mean score indicated that higher secondary school teachers in Mizoram have an average level of teaching competency.

**Table: 4** Overall Level of Teaching Competency of Higher Secondary School Teachers in Mizoram

| Level of Teaching Competency | Scores       |
|------------------------------|--------------|
| Superior 140 – 160           | 38 (6.33%)   |
| Above Average 119 - 139      | 296 (49.33%) |
| Average 98 – 118             | 259 (43.16%) |
| Below Average 77 – 97        | 7 (1.16%)    |
| Poor 56 – 76                 | Nil          |

*(Figures in parentheses are given in percentage)*



**Figure 2:** Overall Level of Teaching Competency of Higher Secondary School Teachers in Mizoram.

The given table 4 and figure 2 provide evidence that, of the 600 higher secondary school teachers in Mizoram, none were found to have below average teaching competency; rather, only 7 (1.16%) had below average teaching competency; 259 (43.16%) had average teaching competency; 296 (49.33%) had above average teaching competency; and 38 (6.33%) had superior teaching competency across higher secondary schools in Mizoram.

**Objective 2: Comparison on the level of Spiritual Intelligence and Teaching Competency of Higher Secondary School Teachers in Mizoram with Reference to Type of Management.** In order to compare the level of spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram, the second objective is split up into two sub-sections as follows:

**Objective 2 (a) Level of Spiritual Intelligence of Higher Secondary School Teachers in Mizoram with Reference to Type of Management.**

In order to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated:

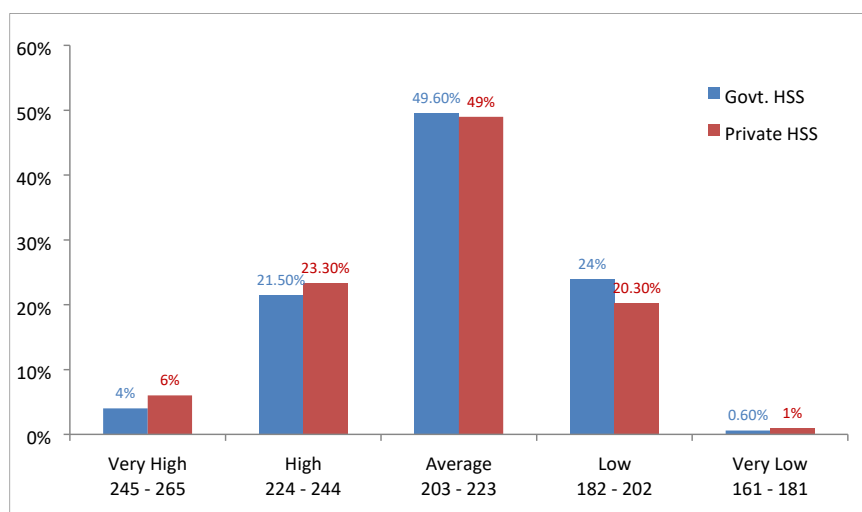
*Hypothesis 1:* There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management.

**Table 5** Comparison of Spiritual Intelligence with reference to Type of Management

| Variable               | Type of Management of School | Numbers | Mean   | Std. Deviation | Std. Error Mean | t-value | Significance |
|------------------------|------------------------------|---------|--------|----------------|-----------------|---------|--------------|
| Spiritual Intelligence | Government                   | 300     | 214.53 | 17.39          | 1.00398         | 0.51    | NS           |
|                        | Private                      | 300     | 215.25 | 16.98          | 0.98022         | —       |              |

NS - Not Significant

Table 5 and figure 3 described the mean and standard deviation of spiritual intelligence with reference to type of management. The obtained 't' value 0.51 denotes that no significant differences were found between government and private higher secondary school teachers in Mizoram in their spiritual intelligence. Therefore, the null hypothesis that assumes there will be no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to type of management is accepted.



**Figure 3:** Comparison of Spiritual Intelligence level of Higher Secondary School Teachers in Mizoram with Reference to Type of Management.

As shown in table 5 and figure 3, out of three hundred (300) teachers from government higher secondary schools in Mizoram and three hundred (300) teachers from private higher secondary school teachers in Mizoram, the mean score and standard deviation of government higher secondary school teachers in Mizoram were found out to be 214.53 and 17.39 respectively, while in private higher secondary school, their mean score and standard deviation in spiritual intelligence were found out to be 215.25 and 16.98 respectively.

From government higher secondary schools in Mizoram, twelve (12) teachers (i.e. 4%) were found to have very high level of spiritual intelligence, whereas eighteen (18) private higher secondary school teachers in Mizoram (i.e. 6%) were found to have very high level of spiritual intelligence. Sixty-five (65) teachers (i.e., 21%) from government schools and seventy (70) teachers (i.e. 23.3%) from private schools were having high level of spiritual intelligence, one hundred forty-nine (149) teachers (i.e. 49.6%) from government higher secondary schools and one hundred forty-eight (148) teachers (i.e. 49%) from private higher secondary were found to have average level of spiritual intelligence. It was also found that seventy-two (72), teachers (i.e. 24%) from government higher secondary schools and sixty-one (61), teachers (i.e. 20.3) from private higher secondary schools were having low level of spiritual intelligence and only two (2) teachers (i.e. 0.6%) from government higher secondary schools and three (3) teachers (i.e. 1%) from private higher secondary schools in Mizoram were found to have very low level of spiritual intelligence.

## Objective 2 (b) Level of Teaching Competency of Higher Secondary School Teachers in Mizoram with Reference to Type of Management.

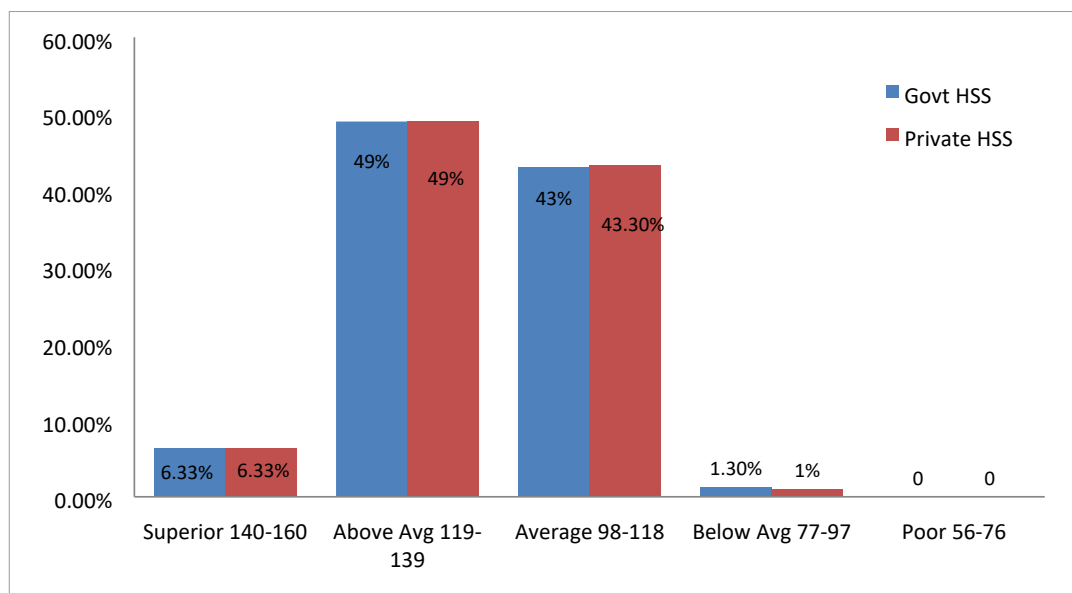
In order to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to type of management, the following null hypothesis was formulated: *Hypothesis 2:* There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to type of management.

**Table 6** Comparison of Teaching Competency with reference to Type of Management

| Variable            | Type of Management of School | Numbers | Mean   | Std. Deviation | Std. Error Mean | t-value | Significance |
|---------------------|------------------------------|---------|--------|----------------|-----------------|---------|--------------|
| Teaching Competency | Government                   | 300     | 119.47 | 11.76          | 0.67906         | 1.89    | NS           |
|                     | Private                      | 300     | 121.28 | 11.66          | 0.67332         | —       |              |

NS – Not Significant

The mean and standard deviation of teaching competency with respect to management type were displayed in Table 6. The t-value of 1.89 indicates that there were no statistically significant variations in teaching skill between Mizoram's government and private higher secondary schools. As a result, the null hypothesis—which holds that there is no discernible variation in the teaching proficiency of Mizoram's senior secondary school teachers according to the kind of management is accepted.



**Figure 4:** Comparison of Teaching Competency level of Higher Secondary School Teachers in Mizoram with Reference to Type of Management.

From the given table 6 and figure 4, we can infer that out of three hundred (300) teachers from government higher secondary schools and three hundred (300) teachers from private higher secondary school teachers, the mean score and standard deviation government higher secondary school teachers in Mizoram were found out to be 119.47 and 11.76 respectively, while in private higher secondary school, their mean score and standard deviation of 121.28 and 11.66 respectively.

An investigation on the "Teaching competency of secondary school teachers" was reviewed by Ratheeswari, K. (2020), who found no discernible differences in teaching ability amongst school types. Government instructors are outperforming private teachers at the secondary level based on teaching competency, which runs counter to Ahmad & Mohd's (2016) results about the teaching competency of secondary school teachers in relation to school type.

### **Objective 3: Level of Spiritual Intelligence and Teaching Competency of Higher Secondary School Teachers in Mizoram with reference to Gender.**

In order to compare the level of spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram with reference to gender, the third objective is split up into two sub-sections. They are-

#### **Objective 3 (a) Level of Spiritual Intelligence of Higher Secondary School Teachers in Mizoram with Reference to Gender.**

In order to compare the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender, the following null hypothesis was formulated as:

*Hypothesis 3:* There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to gender.

**Table 7** Comparison of Spiritual Intelligence Based on Gender

| Variables              | Gender | Numbers | Mean   | Std. Deviation | Std. Error Mean | t-value | Significance |
|------------------------|--------|---------|--------|----------------|-----------------|---------|--------------|
| Spiritual Intelligence | Male   | 310     | 214.43 | 18.79          | 1.06735         | 0.68    | NS           |
|                        | Female | 290     | 215.38 | 15.27          | 0.89688         | –       |              |

NS – Not Significant

The mean and standard deviation of spiritual intelligence in relation to gender were shown in Table 7. The calculated "t" value of 0.68 indicates that there were no gender-related disparities between male and female instructors in Mizoram's higher secondary schools. As a result, the null hypothesis, which holds that there is no discernible gender difference in the spiritual intelligence of Mizoram's senior secondary school teachers, is accepted. Similar studies conducted by Soumita Ghosh (2018) on the state of spiritual intelligence in the workplace among secondary school teachers in Jalpaiguri, West Bengal, revealed no discernible gender differences.

### Objective 3 (b) Level of Teaching Competency of Higher Secondary School Teachers in Mizoram with Reference to Gender.

In order to compare the level of teaching competency of higher secondary school teachers in Mizoram with reference to gender, the following null hypothesis was formulated as:

*Hypothesis 4:* There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender.

**Table 8** Comparison of Teaching Competency Based on Gender

| Variables              | Gender | Numbers | Mean   | Std. Deviation | Std. Error Mean | t-value | Significance |
|------------------------|--------|---------|--------|----------------|-----------------|---------|--------------|
| Spiritual Intelligence | Male   | 310     | 121.11 | 11.990         | 0.68118         | 1.59    | NS           |
|                        | Female | 290     | 119.58 | 11.43          | 0.67087         | –       |              |

NS – Not Significant

Table 8 revealed that the mean and standard deviation of teaching competency with reference to gender. The obtained t-value 1.59 denotes that no significant differences were found between male and female teachers of higher secondary schools in Mizoram with respect to gender. Therefore, the null hypothesis that assumes no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to gender is accepted. The finding of Chauhan and Gupta's (2014) study on teaching competency among secondary school teachers in the Ghaziabad area of Uttar Pradesh, which found that female teachers had better competency than male teachers who taught in secondary schools, are at variance with these findings. Mishra (2017) conducted study examining the teaching skills of secondary school teachers in Sikkim and discovered that there were notable gender-based differences in these competences.

### Objective 4: Level of Spiritual Intelligence and Teaching Competency Higher Secondary School Teachers in Mizoram with Reference to Stream of Study

In order to compare the level of spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram with reference to stream of study, the fourth objective is split up into two sub-sections:

#### Objective 4 (a) Level of Spiritual Intelligence of Higher Secondary School teachers in Mizoram with Reference to Stream of Study.

In order to find out the level of spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

*Hypothesis 5:* There is no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with reference to stream of study. *NS – Not Significant*

Table 9 denoted that no significant differences obtained in spiritual intelligence among higher secondary school teachers in Mizoram with reference to stream of study. Therefore, the null hypothesis that assumes no significant difference in spiritual intelligence among the three streams viz., arts, science and commerce is accepted.

**Table 9** Post hoc comparison-Spiritual Intelligence versus Stream of Study

| Dependent Variable     | (I) Stream | (J) Stream | Mean Difference (I-J) | Std. Error | Sig.  | 95% Confidence Interval |             | Significance |
|------------------------|------------|------------|-----------------------|------------|-------|-------------------------|-------------|--------------|
|                        |            |            |                       |            |       | Lower Bound             | Upper Bound |              |
| Spiritual Intelligence | Arts       | Commerce   | 0.94735               | 2.06864    | 0.9   | -4.1289                 | 6.0236      | NS           |
|                        |            | Science    | 2.09144               | 1.5503     | 0.403 | -1.7128                 | 5.8957      |              |
|                        | Commerce   | Arts       | -0.94735              | 2.06864    | 0.9   | -6.3236                 | 4.1289      | NS           |
|                        |            | Science    | 1.14409               | 2.18044    | 0.871 | -4.2065                 | 6.4947      |              |
|                        | Science    | Arts       | -2.09144              | 1.5503     | 0.403 | -5.8957                 | 1.7128      |              |
|                        |            | Commerce   | -1.14409              | 2.18044    | 0.871 | -6.4947                 | 4.2065      |              |

*NS-Not significant*

## Objective 4 (b) Level of Teaching Competency of Higher Secondary School Teachers in Mizoram with Reference to Stream of Study.

In order to find out the level of teaching competency of higher secondary school teachers in Mizoram with reference to stream of study, the following null hypothesis was formulated:

*Hypothesis 6:* There is no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study.

A study conducted by Ahmad & Mohd's (2016) research, science stream teachers in Eastern Uttar Pradesh were more competent than art stream teachers in terms of secondary school teaching ability.

**Table 10** Post hoc comparison – Teaching Competency versus Stream of Study

| Dependent Variable  | (I) stream | (J) Stream | Mean Difference (I-J) | Std. Error | Sig.  | 95% Confidence Interval |             |
|---------------------|------------|------------|-----------------------|------------|-------|-------------------------|-------------|
|                     |            |            |                       |            |       | Lower Bound             | Upper Bound |
| Teaching Competency | Arts       | Commerce   | -0.77576              | 1.40263    | 0.858 | -4.2177                 | 2.6662      |
|                     |            | Science    | 3.16**                | 1.05117    | 0.011 | 0.5766                  | 5.7356      |
|                     | Commerce   | Arts       | 0.77576               | 1.40263    | 0.858 | -2.6662                 | 4.2177      |
|                     |            | Science    | **<br>3.93187         | 1.47843    | 0.03  | 0.3039                  | 7.5598      |
|                     | Science    | Arts       | **<br>-3.15611        | 1.05117    | 0.011 | -5.7356                 | -0.5766     |
|                     |            | Commerce   | -3.93**               | 1.47843    | 0.03  | -7.5598                 | -0.3039     |

\*\* Significant at the 0.05 level

Table 10 revealed that in teaching competency among higher secondary schools, significant differences were found at 0.05 level between arts and science (mean difference=3.16,  $p < 0.05$ ). It is also seen from table 10 that significant differences were found at 0.05 level between commerce and science teachers (mean difference=3.93,  $p < 0.05$ ) in their teaching competency among higher secondary school teachers in Mizoram with reference to stream of study.

The null hypothesis that assumes no significant difference in teaching competency of higher secondary school teachers in Mizoram with reference to stream of study is rejected as significant differences were found between the pairs Arts and Science teachers and Commerce and Science teachers in their teaching competency.

**Objective 5: Relationship between Spiritual Intelligence and Teaching Competency of Higher Secondary School Teachers in Mizoram :** To find out the relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram, the following null hypothesis was formulated:

*Hypothesis 7:* There is no significant relationship between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

**Table 11** Correlation between Spiritual Intelligence and Teaching Competency

| Spiritual Intelligence | Spiritual Intelligence |        | Teaching Competency |
|------------------------|------------------------|--------|---------------------|
|                        | Pearson Correlation    | 0.635* | 1                   |
|                        | Sig. (2tailed)         | 0.000  | —                   |
|                        | Numbers                | 600    | 600                 |
| Teaching Competency    | Pearson Correlation    | 1      | 0.635*              |
|                        |                        |        |                     |
|                        | Sig. (2-tailed)        | —      | —                   |
|                        | Numbers                | 600    | 600                 |

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

Table 11 denoted that positive strong correlation was found at 0.01 level between spiritual intelligence and teaching competency ( $r = 0.635$ ,  $p < 0.01$  level) of higher secondary school teachers in Mizoram. Therefore, the null hypothesis that assumes no significant relationship between spiritual intelligence and teaching competency is rejected and interpreted that there was positive strong correlation between spiritual intelligence and teaching competency of higher secondary school teachers in Mizoram.

Parallel studies examining the teaching competency of secondary school teachers in relation to emotional intelligence by Mandeep and Arti (2014) revealed a strong positive correlation between instructors' emotional intelligence and their teaching ability. There was no discernible difference between the emotional intelligence and teaching abilities of secondary school teachers employed by government and private schools. Gender had no effect on teaching proficiency or emotional intelligence. The relationship between social intelligence and teaching competency of higher secondary school teachers was investigated by Renugadevi and Nalinilatha (2014), whose findings contradict the current findings and indicate that there is no significant relationship between the two. The significance of teaching competencies, personality traits, and values among B.Ed. prospective teachers was examined by Sunita and Mahapatra (2016), who also found a strong positive correlation between a teacher's teaching competence and their capacity to instruct English. There is no significant correlation between a teacher's academic background and their level of teaching competency, however there is a substantial positive association between motivation and competence for male and female teachers.

## CONCLUSION:

The application of such spiritual concerns to decision-making, action, and high-value outputs is what is meant by spiritual intelligence. Generally speaking, the development of spiritual intelligence structure may be seen as the use of spiritual resources and capacities in practical contexts. It seems that having a meaningful discussion about spiritual intelligence requires an understanding of the vast range of spiritual experiences. Unlike logical intelligence, which computers possess, and emotional intelligence, which primates possess, spiritual intelligence is the most fundamental and significant sort of cognition and is exclusive to humans. Essentially selfless, the drive to teach comes from a desire to share your ideals and encourage others. Some people become instructors in order to exert control over others, to defend their employment, or just to survive. Since the

importance of the teacher in society transcends all societal boundaries, it is impossible to measure. The truth is that a teacher's job does not end in the classroom or at school. The teacher is viewed by the entire community as a ray of hope for influencing the lives of next generations.

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