

A SPIRITUAL INTELLIGENCE OF BED STUDENTS

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Abstract

Spiritual Intelligence is the central and most fundamental of all the intelligences, because it becomes the source of guidance for the others.” To keep in mind that spiritual intelligence is key or the source for all other intelligence and also to find out that Is there any difference in spiritual intelligence in context of male and female, their age and experience, It is something original, new, and important that breaks in a society. An innovator in a general sense is a person or an organization who is one of the first to introduce into reality something better than before. Today, society needs the smart creative and innovative people for survival, betterment of life with peace. The researcher through the stated objectives and the procedure undertaken indicates that the Spiritual Intelligence (S.I.) is one factor which creates Innovators. Spiritual Intelligence gives humans the opportunity to be creative, innovative into modern era. Spiritual realities will look for excellence among the objects, places, relationships and roles every day in education which develop innovators. The present research was conducted on BEd students to analyze their Spiritual Intelligence in relation to gender, location of institution, mode of management, degree obtained and year of study. For the purpose a sample of 240 (123 male and 117 female) prospective BEd students was selected from the B.Ed. Colleges affiliated to Tamilnadu Teachers Education University, By using random sampling techniques. Results revealed that the there is no significant difference in the mean of spiritual intelligence scores of the gender, location of institution, mode of management, degree obtained and year of study towards BEd students and it shows the all the sub samples of BEd students have average level of spiritual intelligence.

Key words:

Spiritual Intelligence, BEd students

Introduction

The concept of spiritual intelligence started taking shape when Gardner (1993, 1997, and 1999) considered moral and existential intelligence as potential candidates in his model of multiple intelligence. Although Gardner never added them in his model as it does not meet all the eight criteria of being intelligence but yet he recognized its importance. He called it as “eight and a half intelligences”. In 1999, psychologist Robert A. Emmons from university of California of Davis promoted spiritual intelligence to colleagues at American Psychology Association (APA). Emmons applied Gardner’s criteria of identifying intelligences and clarified neurological, developmental, evolutionary and psychological evidences. He reviewed empirical related literature on religion and concluded that spiritual intelligence is distinct intelligence. Kathleen Noble (2000, 2001) described spiritual intelligence as “an innate human ability”, Noble (2001) contends that her research agrees with Emmons’ model and adds two additional core abilities: (1) the conscious recognition that physical reality is embedded within a larger, multidimensional reality with which we interact, consciously and unconsciously, on a moment-to-moment basis; and (2) the conscious pursuit of psychological health, not only for ourselves but for the sake of the global community. Nasel (2004) has offered his own definition of spiritual intelligence, describing it as “the application of spiritual abilities and resources to practical contexts. People use spiritual intelligence when they draw on their spiritual abilities and resources to make meaningful decisions, deliberate over existential issues, or attempt problem solving in daily life”

Significance of the Study

Since the turn of the millennium, Spiritual Intelligence (SI) has gained increasing recognition. More and more questions are being studied under the light of SI. It is being considered as important norm of human resource. Most of the research for analysing SI is done in field of business. Very less research has been done in the field of education where lives of people get shaped. Teachers must have this holistic form of intelligence in order to serve our students and bestow them with the most profound gift, enabling them with the ability to create vision and meaning in their lives. Future teachers must acknowledge, understand and possess spiritual intelligence

so that they can find a deep purpose of their lives. As far as investigator's search for psychological tools for assessing spiritual intelligence of student-teachers has gone, there is no reported standardized tool have been found. One of the most commonly used scale for this psychological construct is spiritual intelligence scale (SIS-DD) by For the greater expanse of research on spiritual intelligence in context of teacher education, it is important to find the applicability of the SIS-DD on student-teachers since the population of research in teacher education is different from the norm sample used for standardization of the scale. Hence the present research paper is focused on testing the spiritual intelligence.

Sample design

In this study, the sampling unit was the teachers of 240 BEd students studying in Vellore district in Tamilnadu. The sample size was selected to represent the whole population and also to give the real picture. The total size of the sample was 240. The samples were collected using Random sampling technique. Out of the 240 samples, 240 were taken first and year students studying in government and self finance colleges of education.

Sample of the Study

The investigator had used random sampling for selecting the sample. The investigator randomly selected the BEd institutions.. The selection was done on the basis of the gender, location of institution, mode of management, degree obtained and year of study. From this government and self fiancé college of BEd intuitions were randomly selected on the basis of the criteria.

Objectives of the Study

1. To study the levels of spiritual intelligence of BEd students belonging to the following sub-samples are

- Gender : Male/ Female
- Locality of Institution : Rural / Urban
- Mode of Management : Government / Self finance
- Degree Obtained : UG / PG / MPhil
- Year of Study : I / II

- 2 To find out whether the significant difference exists in the mean scores of spiritual intelligence between male and female of BEd students
- 3 To find out whether the significant difference exists among sub samples of locality of institution with respect to their spiritual intelligence of BEd students
- 4 To find out whether the significant difference exists among sub samples of mode of management with respect to their spiritual intelligence of BEd students.
- 5 To find out whether the significant difference exists among sub samples of degree obtained with respect to their spiritual intelligence of BEd students.
- 6 To find out whether the significant difference exists among sub samples of year of study with respect to their spiritual intelligence of BEd students.

Hypotheses of the Study

1. The levels of spiritual intelligence of BEd students belonging to the following sub-samples is high
 - Gender : Male/ Female
 - Locality of Institution : Rural / Urban
 - Mode of Management : Government / Self finance
 - Degree Obtained : UG / PG / MPhil
 - Year of Study : I / II
2. There is no significant difference in the mean scores of spiritual intelligence between male and female of BEd students.
3. There is no significant difference among sub samples of locality of institution with respect to their spiritual intelligence of BEd students.
4. There is no significant difference among sub samples of mode of management with respect to their spiritual intelligence of BEd students.
5. There is no significant difference among sub samples of degree obtained with respect to their spiritual intelligence of BEd students.
6. There is no significant difference among sub samples of year of study with respect to their spiritual intelligence of BEd students.

Description of the Tool Used In The Present Study

The scale was developed following the Likert's method. For scoring the scale, a score of 5,4,3,2, and 1 was given to category. The sum of the scores of all the statements constituted the total score of the scale. The maximum and minimum scores, which the students may score on SI, will be 600 and 120 respectively. There are five response categories (Strongly agree), (Agree), (Uncertain), (Disagree) and (Strongly disagree) for each of the 120 items.

Descriptive Analysis –

Table 1
Mean and Standard Deviation Scores of B.Ed Students towards spiritual intelligence

Demographic Variables	Sub - Samples	N	Mean	SD
Gender	Male	123	420.45	77.94
	Female	117	434.31	76.45
Location of School	Rural	105	432.67	78.81
	Urban	135	422.96	76.25
Mode of Management	Government	145	434.43	76.65
	Self-Finance	95	415.97	76.93
Degree Obtained	UG	129	424.65	76.71
	PG	78	433.35	78.00
	MPhil	33	422.69	79.95
Years of Study	I	75	430.36	72.06
	II	165	425.78	79.84

Gender

It is evident from the Table 1; the calculated mean score of male and female B.Ed students are found to be 420.45 and 434.31 respectively. These mean scores

indicate that both male and female B.Ed students have average level towards spiritual intelligence.

Location of Institution

It is evident from the Table 1; the calculated mean score of rural and urban B.Ed students are found to be 432.67 and 422.96 respectively. These mean scores indicate that both rural and urban B.Ed students have average level towards spiritual intelligence.

Mode of Management

It is evident from the Table 1; the calculated mean score of government and self-finance B.Ed students are found to be 434.43 and 415.97 respectively. These mean scores indicate that both government and self-finance B.Ed students have average level towards spiritual intelligence.

Degree Obtained

It is evident from the Table 1; the calculated mean score of teachers belonging to other Degree Obtained, UG, PG and M.Phil are 424.65, 433.35 and 422.69 respectively. All the sub samples of Degree Obtained have average level of spiritual intelligence.

Years of Study

It is evident from the Table 1; the calculated mean score of Ist and IInd B.Ed students are found to be 430.36 and 425.78 respectively. These mean scores indicate that both Ist and IInd B.Ed students have average level towards spiritual intelligence.

Differential Analysis – Spiritual Intelligence

Gender and Spiritual Intelligence

Null Hypothesis

There is no significant difference in the mean scores of spiritual intelligence between male and female BEd students.

Table 2

‘t’ test between Mean Scores of Male and Female B.Ed Students towards spiritual intelligence

Gender	N	Mean	SD	‘t’ Value	Level of Significance
Male	123	420.45	77.94	1.390	NS
Female	117	434.31	76.45		

It is evident from the Table 2; the calculated ‘t’ value is 1.390, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between male and female B.Ed Students with respect to their spiritual intelligence.

Location of School and Spiritual Intelligence

Null Hypothesis

There is no significant difference in the mean scores of spiritual intelligence between rural and urban BEd students.

Table 3

‘t’ test between Mean Scores of Rural and Urban B.Ed Students towards spiritual intelligence

Location of School	N	Mean	SD	‘t’ Value	Level of Significance
Rural	105	432.67	78.81	0.965	NS
Urban	135	422.96	76.25		

It is evident from the Table 3; the calculated ‘t’ value is 0.965, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between rural and urban B.Ed Students with respect to their spiritual intelligence.

Mode of Management and Spiritual Intelligence

Null Hypothesis

There is no significant difference in the mean scores of spiritual intelligence between Government and Self-finance BEd students.

Table 4

‘t’ test between Mean Scores of Government and Self-finance B.Ed Students towards spiritual intelligence

Mode of Management	N	Mean	SD	‘t’ Value	Level of Significance
Government	145	434.43	76.65	1.811	NS
Self-finance	95	415.97	76.93		

It is evident from the Table 4; the calculated ‘t’ value is 1.811, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between Government and Self-finance B.Ed Students with respect to their spiritual intelligence.

Degree Obtained and Spiritual Intelligence

Null Hypothesis

There is no significant difference among sub samples of Degree Obtained with respect to their Spiritual intelligence of B.Ed Students.

Table 5

‘F’ test among the Sub- samples of Degree Obtained with Respect To Their Spiritual Intelligence

Degree Obtained	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	4465.942	2232.971	2	0.371	NS
Within Groups	1426380.221	6018.482	237		
Total	1430846.163		239		

It is evident from the Table 5; the calculated 'F' value is 0.371, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of Degree Obtained with respect to their Spiritual intelligence of B.Ed students.

Year of Study and Spiritual intelligence

Null Hypothesis

There is no significant difference in the mean scores of Spiritual intelligence between Ist and IInd. BEd students.

Table 6

't' test between Mean Scores of Ist and IInd B.Ed Students towards spiritual intelligence

Year of Study	N	Mean	SD	't' Value	Level of Significance
Ist	75	430.36	72.06	0.138	NS
IInd	165	425.78	79.84		

It is evident from the Table 6; the calculated 't' value is 0.138, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between Ist and IInd B.Ed Students with respect to their Spiritual intelligence.

Major Findings of the Study

- 1) It is found that both male and female B.Ed students have average level towards spiritual intelligence.
- 2) It is found that both rural and urban B.Ed students have average level towards spiritual intelligence.
- 3) It is found that both government and self-finance B.Ed students have average level towards spiritual intelligence.

- 4) It is found that sub samples of degree obtained by B.Ed students have average level towards spiritual intelligence.
- 5) It is found that both first and year study of B.Ed students have average level towards spiritual intelligence.
- 6) It is inferred that there is no significant difference found out between male and female B.Ed Students with respect to their spiritual intelligence.
- 7) It is inferred that there is no significant difference found out between rural and urban B.Ed Students with respect to their spiritual intelligence.
- 8) It is inferred that there is no significant difference found out between Government and Self-finance B.Ed Students with respect to their spiritual intelligence.
- 9) It is inferred that there is no significant difference among sub samples of Degree Obtained with respect to their Spiritual intelligence of B.Ed students.
- 10) It is inferred that there is no significant difference found out between Ist and IInd B.Ed Students with respect to their Spiritual intelligence.

Educational Implications

One of the most important aspect of a life is his proper spiritual development. The spiritual development of student is not a spontaneous process but it is give from his childhood. Only a well spiritually developed person can have a static personality, which is essential for better survival in their educational & professional life.

Training institution can be greatly benefited by making it a point to assess these aspects of student teachers at the time of admission in training institution so that individuals with proper characteristics may be selected for teacher training programmes. Training institutions may also provide such situations to the prospective teachers in training period through which they may develop those characteristics, which are useful in enhancing their spiritual intelligence.

Administrative authorities may also realize the importance of the spiritual intelligence of teachers. The present investigation suggests that educational authorities may concentrate their attention not only on academic qualifications, but also on the spiritual intelligence of prospective teachers at the time of requirements. This Study

can provide new ways of thinking for better planning & effective execution of educational programmes.

Suggestions for further research

- The present study should be replicated on a larger sample of teacher educators.
- Similar studies on school teachers, college and university teachers of other subjects should also be undertaken.
- Other studies to find the differences between various groups like science and arts teachers, theist and atheist teachers, and retired and working teachers can also be taken up.

Conclusion

If the teacher is spiritually intelligent, s/he can manage the spiritual traits of his/her students in order to provide balanced environment in the classroom. Sense of self, empathy, kindness, intuition, motivation, awareness, social skills, forgiveness, reconciliation, dedication are some of the major components of spiritual intelligence. All these aspects are very much needed for the development of suitable qualities among students and hence among their teachers too. This study is very relevant in this competitive globalised world where, ideally, Might is Right only is heard everywhere. This study would throw light into ultimately, student-teacher's development in the fields of innovation through spiritual intelligence.

References

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