

STUDY OF SPIRITUAL INTELLIGENCE OF TRAINEE TEACHERS OF TEACHER EDUCATION

Pravin Laxman Kothawade, Ph. D.

Principal, Shree Jain Vidya Prasarak Mandal, College of Education Chinchwad. Pune. - 33.

Abstract

In this study an attempt has been made to study the Study of Spiritual intelligence of Trainee teacher. Standardized stress scale by Dr. Santosh Dhar & Dr. Upindar Dhar has been used for the Present study to measure Spiritual intelligence of Trainee teacher. The random sample technique has been followed to data collection. The sample includes 104 male & female Trainee Teacher of college of Education. For purpose of analysis and interpretation of data, descriptive and inferential statistical techniques like Mean, S.D., Skewness, kurtosis, correlation & t-test were used. Major findings of the study were i) There is no significant difference in spiritual intelligence level of Male & female Trainee teacher. ii) More than 50% trainee teachers have normal spiritual intelligence

Keywords: *Spiritual intelligence, Trainee Teachers.*



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Background:-

Spiritual Intelligence (SQ) is defined as, "The intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wider, richer, meaning-giving context, the intelligence with which we can assess that one course of action or one life-path that is more meaningful than any other." SQ essentially integrates IQ (the traditional Intelligence Quotient) and EQ (Emotional Intelligence). It is our ultimate intelligence.

- **IQ** is associated with the *serial processing activity* of the brain (rational thought). It is associated with our *neural tracts*. Neural tracts learn (are wired) according to a fixed program, the rules of which are laid down in formal logic. **The learning involved is step-by-step. and rule bound.** When we teach children their times table by rote, we are encouraging them to wire their brains for serial processing. It produces the kind of thinking that is useful for solving rational problems or achieving definite tasks. Much instinctual behaviour is also accounted for by serial processing. An instinct can be thought of as a fixed program, as in the imprinting instinct in ducks and other birds - where the newly hatched bird identifies as its mother the first caring object or person it meets, and remains stuck on that identification. Some over rational human beings

can get stuck in a programmed mode of thinking in the same way, finding it difficult to bend rules or to learn new ones.

- **EQ.** Associative thinking underlies most of our purely emotional intelligence (EQ) - the link between one emotion and another, between emotions and bodily feelings, emotions and the environment. It is also able to recognise patterns like faces or smells, and to learn bodily skills like riding a bicycle or driving a car. It is 'thinking' with the heart and the body and so is thought of as our 'emotional intelligence' or the 'body's intelligence'. The structures within the brain with which we do our associative thinking are known as **neural networks**. Each of these networks contains bundles of up to 100,000 neurones, and each neurone in a bundle may be connected to as many as 1,000 others. Unlike the precise wiring of *neural tracts*, in *neural networks* each neurone acts upon or is acted upon by, many others simultaneously.

Unlike serial neural tracts which are rule bound or program-bound and thus unable to learn, neural networks have the ability to rewire themselves in dialogue with experience. **All associative learning is done by trial and error.** This kind of learning is experience-based: the more times I perform a skill successfully, the more inclined I will be to do it that way next time. Associative learning is also tacit learning - I learn the skill, but I can't articulate any rules by which I learned it and usually can't even describe how I did so. Neural networks are not connected with our language faculty, nor with our ability to articulate concepts. They are simply imbedded in experience. We *feel* our skills, we *do* our skills, but we don't think or talk about them. We develop our skills because they give us a sense of satisfaction or a feeling of reward, or because they help us avoid pain.

Thus most emotions are developed by trial-and-error, a slow associative build-up of response to certain stimuli. and they are quite habit-bound. Once I have learned to feel anger at a given stimulus, it is difficult for me to react differently next time. Much of psychotherapy exists to help people break the habit of long-standing but inappropriate emotional association.

Like other aspects of associative intelligence, emotions are not immediately verbal. We often have trouble talking about them, at least with any accuracy, and they are certainly not always 'rational' in the sense of obeying rules or predictions. They often respond to incomplete data in unpredictable ways.

Associative intelligence is able to deal with ambiguous situations, but it is also 'approximate'. It is more flexible but less accurate than serial thinking. The disadvantages of this type of

thinking are that it is slowly learned, inaccurate and tends to be habit-bound or tradition bound. We can relearn a skill or an emotional response, but it takes time and much effort. And because associative thinking is tacit, we often have difficulty sharing it with others. We can't just write out a formula and tell someone else to get on with the job. *All of us must learn a skill in our own way, for ourselves.* No two brains have the same set of neural connections. Similarly, no two people have the same emotional life. I can recognise your emotion, I can empathise with it, but I don't *have* it.

- **SQ.** Spiritual intelligence (SQ) could also be called the 'intelligence of meaning'. It is what makes us essentially human: the ability to plan, to make sense of our emotions, to control our impulses, to make choices, and endow our world with meaning. The frontal lobes of the brain are where our ideas are created; plans constructed; thoughts joined with their associations to form new memories; and fleeting perceptions held in mind until they are dispatched to long-term memory or oblivion.

This brain region is the home of consciousness - the high lit land where the products of the brain's subterranean assembly lines emerge for scrutiny. Self-awareness arises here, and emotions are transformed in this place from physical survival systems to subjective feelings. If we were to draw a 'you are here' sign on our map of the mind, it is to the frontal lobes that the arrow would point. In this our new view of the brain echoes an ancient knowledge - for it is here, too, that mystics have traditionally placed the Third Eye - the gateway to the highest point of awareness. (Carter 1998, p. 180)

IQ is associated with serial processing in the brain via hard-wired neural tracts and EQ emerges from associative processing via the brain forming, by trial-and-error, neural networks. SQ seems to emerge from *neural oscillations* at 40Hz (cycles per second) that excite the relevant (for the particular thought activity) parts of the brain. This activity is co-ordinated/controlled by the frontal lobe.

SQ is developed primarily through reflection:

Consider thinking. Thinking is not just a generic term for the collection of skills housed in the brain. It *involves* many of them: recollection and imagining in particular. But it includes something that is not part of any other function: self-awareness. This aspect of thinking is captured in the word often used to describe it: reflecting. (Carter 1998, p. 191)

Whereas IQ is rule based, EQ helps us act appropriately within society's prescribed boundaries, SQ helps us extend and change the boundaries, question our assumptions and

formulate new meaning. It is the intelligence of creativity. My own research indicates that it is inextricably linked with creating order (less entropy) in the brain from chaos (high entropy). Bringing about new order in our brain is facilitated by engaging in activities related to our least conscious part of the brain (our creative mode) in a playful, non-dutiful fashion. "SQ is our compass 'at the edge' " (Zohar & Marshall 2001, pp. 1 in this way by considering importance of spiritual intelligence researcher decided to do work on spiriyual intelligence of trainee teacher's of teacher education.

Importance of the Study:

- 1) Due to this study we will get information about Spiritual Intelligence of trainee teacher's of Teacher Education.
- 2) Due to this study we will get information about whether there is a significant difference in the mean score of Spiritual Intelligence between
 - a) Male and female trainee teacher's of Teacher Education.
 - b) Trainee teacher's of SC/ST and other category of Teacher Education.
 - c) Trainee teacher's of Arts & Science faculty of Teacher Education.
 - d) rural and urban trainee teacher's of Teacher Education.

Conceptual Definitions of key terms :-

Spiritual Intelligence:- A state of mental tension and worry caused by problem in our life & work.

Operational Definitions of Key terms:-

Trainee Teachers: - One who is enrolled or attend the class of Teacher training Education (B.Ed.), after completing graduate or Post graduate.

Objectives:-

- 1) To Measure the level of Spiritual Intelligence of Trainee Teacher's of Teacher Education.
- 2) To Measure the level of Spiritual Intelligence of Male Trainee Teacher's of Teacher Education.
- 3) To Measure the level of Spiritual Intelligence of female Trainee Teacher's of Teacher Education.
- 4) To Measure the level of Spiritual Intelligence of Art faculty Trainee Teacher's of Teacher Education.
- 5) To Measure the level of Spiritual Intelligence of Science faculty Trainee Teacher's of Teacher Education.

- 6) To Measure the level of Spiritual Intelligence of Open Category Trainee Teacher's of Teacher Education.
- 7) To Measure the level of Spiritual Intelligence of Other category Trainee Teacher's of Teacher Education.
- 8) To Measure the level of Spiritual Intelligence of Urban Trainee Teacher's of Teacher Education.
- 9) To Measure the level of Spiritual Intelligence of Rural Trainee Teacher's of Teacher Education.

Hypothesis:-

The hypothesis set for the study was as follow:-

- 1) There exists a significant difference in the spiritual intelligence of
 - a) Male and female trainee teacher's of Teacher Education.
 - b) Trainee teacher's of open and other category of Teacher Education.
 - c) Trainee teacher's of Arts & Science faculty of Teacher Education.
 - d) Rural and urban trainee teacher's of Teacher Education.

Method:-The Methodology adopted for measuring spiritual intelligence of Trainee Teacher's of Teacher Education is **Normative Survey Method**.

Tools:-

The following tools is used to measure spiritual intelligence of the Trainee teacher

- Standardized spiritual intelligence scale constructed & validated by Dr. Santosh Dhar and Dr. Upinder Dhar (Jaipur) was used for the present study to measure the spiritual intelligence of trainee teachers. Validity & reliability of test is 0.99 & 0.98

Sample: - The Present study was conducted on a total sample of 100 student's teacher of 2 training colleges at Yeola. dist. Nashik (Maharashtra state). The sample was selected using stratified random sampling technique giving due representation to both the sexes (male and female), the type of (category and marital status) , and the faculty of the graduation study (Arts and Science)

Analysis & Interpretation :-

A preliminary analysis had done to see whether the dependant variable spiritual intelligence is normally distributed. Important statistical constant such as Mean, Standard Deviation, kurtosis, Skewness, Correlation & 't' value were computed for the total sample. Summary of statistical details presented in table no.1

Table -1 Spiritual Intelligence level of Trainee Teachers

Group	No.	Spiritual intelligence Level		
		High	Normal	Low
Whole	104	22	62	20
Male	52	12	25	15
Female	52	10	37	05
Open Category	36	08	24	4
Other Category	68	10	49	09
Art	62	09	49	09
Science	42	09	21	12
Rural	90	17	61	12
Urban	14	1	11	03

In Table No.1 spiritual intelligence level of trainee teacher is shown. While Considering spiritual intelligence of whole & other sub group it has been found that 50% trainee teachers spiritual intelligence level is normal. Percentage of high spiritual intelligence of all groups except science group is less than 25 .This means that percentage of high spiritual intelligence of trainee teacher is very low.

Table -2 Mean, S.D., Sk. & Ku. Of Spiritual Intelligence of Trainee Teacher

Group	N	Mean	S.D.	S.K.	Ku
Whole	104	215.6	22.11	1.81	0.261
Male	52	213.43	23.09	0.51	0.333
Female	52	217.77	13.52	1.096	0.306
Open Category	36	216.45	19.6	-0.06	0.262
Other Category	68	214.36	20.11	-1.533	0.093
Arts	62	219.01	17.09	-0.08	0.197
Science	42	209.17	23.6	0.186	0.282
Rural	90	216.06	21.44	-0.363	0.253
Urban	14	210.05	29.85	2.192	0.059

In Table No. 2 mean, standard deviation, skewness & kurtosis of 215.6 spiritual intelligence of trainee teachers is shown. Mean of stress of whole group is 156.6. while considering mean of stress of sub groups it has been found that mean of art category group is 219.01 which is higher than rest of other group. And mean of science group is 209.17, which is lower than all other group.

Regarding Standard deviation of high spiritual intelligence of trainee teachers; It has been found that group of art category trainee teacher's is homogenous while group of urban student teacher found heterogeneous.

The value obtained for Skewness for whole with other like male, female, science and urban group is positive & value for kurtosis for whole with other sub group except male ,female & science group are below the standard value 0.263 this means that distribution of group except male ,female & science is like leptokurtic curve.

Table No 3 Testing of Hypothesis - -- Significance of difference between the Mean score of Spiritual Intelligence

Group	N	M	σ (S.D.)	t- Value (0.05) level
Male	52	213.43	23.09	1.1696
Female	52	17.77	13.52	
Open Category	36	216.45	19.6	
Other Category	68	214.36	20.11	0.5593
Arts	62	219.01	17.09	0.271
Science	42	209.17	23.6	
Rural	90	216.06	21.44	
Urban	14	210.05	29.85	0.314

In table no. 7 't' value is calculated regarding spiritual intelligence score of the trainee teachers various group. No significant difference was found in spiritual intelligence level in male, female & other group of the trainee teachers. This means that null hypothesis is accepted and there is no significance difference in spiritual intelligence of all groups.

Findings:-

- 1) More than 50% trainee teachers have normal spiritual intelligence
- 2) 23% Male category trainee teacher's have high spiritual intelligence level .
- 3) Art category trainee teacher's group found homogenous and urban category trainee teacher's group found heterogeneous .

4) There exist no significant difference in the score of spiritual intelligence of trainee teachers various groups

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