

A LOCALITY WISE ANALYSIS ON SPIRITUAL INTELLIGENCE OF SECONDARY TEACHER EDUCATION STUDENTS

*Tomson Antony, M.Ed. Scholar, St. Xavier's College of Education (Autonomous)
Palayamkottai.

**Dr. S. Arockiasamy, Assistant Professor in Education, St. Xavier's College of Education
(Autonomous), Palayamkottai.

ABSTRACT

This research paper is based on a study conducted among secondary teacher education students in Ernakulam, Kottayam, Trivandrum and Kollam Districts, Kerala. The Survey Method was adapted in this study to collect the data. The sample consisted of 356 Second Year Secondary Teacher Education Students from 10 Colleges of Education. Percentage Analysis, Mean, Standard Deviation and 't' test were used for analyzing data. The findings reveal that there is a significant difference between rural and urban college secondary teacher education students in the dimension of grace.

INTRODUCTION

Spiritual Intelligence is a term used to show a spiritual correlate between IQ (Intelligence Quotient) and EQ (Emotional Quotient). Spiritual Intelligence can be observed through some criteria such as truthfulness, compassion, consciousness, empathy, a sense of being a player in the context of spirit and action, one being one with the realities of nature and the world (King, Mara and DeCicco, 2012)

Spiritual intelligence is a set of adaptive mental capacities based on non- material and transcendent aspects of reality, specifically those that contribute to the awareness, integration and adaptive application of the non-material and transcendent aspect of one's existence, leading to such an outcome as deep existential reflection, enhancement of meaning, recognition of transcendent self, and mastery of spiritual states. Spiritual intelligence is yet another effective element in classroom discipline management. It is said to be able to create a richer and more meaningful life (Amram & Dryer, 2008).

Dincer (2009) mentions that spiritual intelligence provides a sense of personal wholeness, goal and direction. He points out that teacher with high levels of spiritual intelligence can form students from all age groups to experience a wholesome life filled with

self-respect and creativity. Spiritual intelligence can promote many positive outcome including 'individual freedom, self-actualization, family feeling, and the realization of higher truth' (Jeloudar and Goodarzi, 2012).

Spiritual intelligence is an important aspect of teacher's personality. A spiritually intelligent teacher can deal with his or her students effectively. If a teacher is able to understand his/her student's emotions then, surely, it improves his/her teaching effectiveness. Spiritual intelligence helps an individual to find suitable answers and if need arises it helps to reframe the answers at different times of life. Spiritual intelligence has no necessary connection with any organized religion. It is, thus, a capacity to be aware of oneself and the world. Moreover it helps an individual to live peacefully and meaningfully (Parpagga, 2015).

NEED AND SIGNIFICANCE OF THE STUDY

Spiritual intelligence gives one the ability to distinguish. It gives one the moral sense, an ability to concretize rigid rules with understanding and compassion. Analysing the different types of intelligence, spiritual intelligence has a great impact on those who choose to be the prospective teachers.

Spiritual intelligence is characterized by a fundamental valuation of lives and development of all the members of a school community. It is the intelligence with which we heal ourselves and we make ourselves whole. This rests in the deep part of oneself that is connected to wisdom from beyond the ego or conscious mind, it is the intelligence with which we not only recognize existing values, but with which we creatively discover new values. Hence, it is important for a prospective teacher to grow in his or her spiritual intelligence.

A teacher requires a great passion for teaching and those teachers who are committed, enthusiastic, and intellectually, emotionally and spiritually equipped with can contribute a lot. This passion is essential to achieve high-quality in teaching. Such teachers are the torchbearers in creating social cohesion, national and global integration and a learning society. Even the best system is bound to fail unless, good teachers are available. Some serious defects of the education system can largely be overcome, once have very good teachers. In these demanding time, many challenges, conflicts and contradictions do exist and so only spiritually intelligent teacher will be able to enter into the students' world around, read their situations and connect them with others, of course, while taking care of their one's own life. From the above discussion, one understands clearly the importance of spiritual

intelligence for the prospective teachers who are going to shape the minds and hearts of the students. Therefore, the present study is an attempt to measure the spiritual intelligence of secondary teacher education students.

OBJECTIVES

1. To find out the level of spiritual intelligence of secondary teacher education students.
2. To find out the level of spiritual intelligence of secondary teacher education students with respect to locality of the college.
3. To find out whether there is any significant difference between rural and urban college secondary teacher education students in their spiritual intelligence.

NULL HYPOTHESIS

There is no significant difference between rural and urban college secondary teacher education students in their spiritual intelligence.

METHOD USED

In the present study the investigator has adapted the Survey Method.

POPULATION AND SAMPLE

The population for the present study consists of secondary teacher education students, who are studying in Colleges of Education in Ernakulam, Kottayam, Trivandrum and Kollam Districts, Kerala. The investigator has used Simple Random Sampling Technique for selecting the sample from the population. The sample consists of 356 Second Year Secondary Teacher Education Students from 10 Colleges of Education.

TOOL USED

Spiritual intelligence Scale (SIS) prepared and validated by the investigator and the guide (2016).

STATISTICAL TECHNIQUES USED

Percentage Analysis, Mean, Standard Deviation and 't' test were used for analyzing data.

ANALYSIS OF DATA**Table 1****LEVEL OF SPIRITUAL INTELLIGENCE OF SECONDARY TEACHER
EDUCATION STUDENTS**

Dimensions of Spiritual Intelligence	Low		Moderate		High	
	N	%	N	%	N	%
Consciousness	62	17.4	254	71.3	40	11.3
Grace	58	16.3	224	62.9	74	20.8
Purposeful meaning	55	15.4	233	65.4	68	19.2
Transcendence	67	18.8	242	68.0	47	13.2
Inner truth	39	11.0	245	68.8	72	20.2
Overall Spiritual Intelligence	83	23.3	204	57.3	69	19.4

Table 2**LEVEL OF SPIRITUAL INTELLIGENCE OF SECONDARY TEACHER
EDUCATION STUDENTS WITH RESPECT TO LOCALITY OF THE COLLEGE**

Dimensions of Spiritual Intelligence	Locality of the College	Low		Moderate		High	
		N	%	N	%	N	%
Consciousness	Rural	32	17.9	121	67.6	26	14.5
	Urban	30	16.9	133	75.2	14	7.9
Grace	Rural	26	14.5	113	63.2	40	22.3
	Urban	32	18.1	111	62.7	34	19.2
Purposeful meaning	Rural	30	16.8	117	65.4	32	17.9
	Urban	25	14.2	116	65.5	36	20.3
Transcendence	Rural	30	16.8	125	69.8	24	13.4
	Urban	37	20.9	117	66.1	23	13.0
Inner Truth	Rural	21	11.7	112	62.6	46	25.7
	Urban	18	10.2	133	75.1	26	14.7
Overall Spiritual Intelligence	Rural	39	21.8	100	55.9	40	22.3
	Urban	44	24.9	104	58.8	29	16.3

Table 3

**DIFFERENCE BETWEEN RURAL AND URBAN SECONDARY TEACHER
EDUCATION STUDENTS IN THEIR SPIRITUAL INTELLIGENCE**

Dimensions of Spiritual Intelligence	Locality of the College	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Consciousness	Rural	179	11.91	1.524	1.34	NS
	Urban	177	11.69	1.429		
Grace	Rural	179	17.75	2.098	1.98	S
	Urban	177	17.28	2.333		
Purposeful meaning	Rural	179	13.50	1.976	0.89	NS
	Urban	177	13.69	1.971		
Transcendence	Rural	179	13.09	2.042	0.05	NS
	Urban	177	13.10	2.396		
Inner Truth	Rural	179	9.47	1.584	1.45	NS
	Urban	177	9.25	1.338		
Overall Spiritual Intelligence	Rural	179	65.72	5.996	1.09	NS
	Urban	177	65.02	6.113		

(The table value of 't' is 1.96, S - Significant, NS - Not Significant)

RESULTS AND DISCUSSION

- Table 1 shows that 11.3%, 20.8%, 19.2%, 13.2%, 20.2% and 19.4% of secondary teacher education students have high level of consciousness, grace, purposeful meaning, transcendence, inner truth and overall spiritual intelligence respectively.
- Table 2 shows that 14.5%, 22.3%, 17.9%, 13.4 %, 25.7 %, 22.3% of rural college secondary teacher education students have high level of consciousness, grace, purposeful meaning, transcendence, inner truth and overall spiritual intelligence respectively and 7.9%, 19.2%, 20.3%, 13.0%, 14.7%, 16.3% of urban college secondary teacher education students have high level of consciousness, grace, purposeful meaning, transcendence, inner truth and overall spiritual intelligence respectively.
- Table 3 shows that there is no significant difference between rural and urban college students in the dimensions of consciousness, purposeful meaning, transcendence, inner truth and spiritual intelligence in total. But there is a significant difference between rural and urban college students in the dimension of grace. While comparing the mean

scores of rural (Mean=17.75) and urban college students (Mean=17.28), the rural college secondary teacher education students are better than urban college secondary teacher education students in their dimension of grace. This may be due to the fact that the rural college students may have been provided with more opportunities and training in self-awareness, yoga, meditation and different programmes. The atmosphere in rural college settings also may have helped students to develop grace which leads to trust in and love for life and to grow in gratitude and joy that enhanced the dimension grace.

CONCLUSION

The present study points out that an increasing dimension of spiritual intelligence of a prospective teacher brings out an enormous positive impact. Based on the above findings, it is concluded that rural college students are better in their spiritual intelligence than the urban college students. The level of the spiritual intelligence of the secondary teacher education students, in relation to locality of the college, reveals that rural college students reveal higher level of spiritual intelligence and its dimension than urban college students. The study also highlights that innovative practices and programmes of spiritual intelligence should be included in rural and urban colleges of education.

REFERENCE

- Danah, Z. & Ian, M. (2000). *Spiritual Intelligence: The Ultimate Intelligence*. London: Bloomsbury Publication.
- King, D. B., Mara, C. A. & DeCicco, T. L. (2012). Connecting the spiritual intelligence and emotional intelligence: Confirming an intelligence criterion and assessing the role of empathy. *International Journal of Transpersonal Studies*, 31 (1), 11-20.
- Amram, Y. & Dryer, D. C. (2008). *Integrated Spiritual Intelligence Scale (ISIS)*. Boston: 116th Annual Conference of the American Psychological Association, 1-45.
- Parpagga, K.G. (2015). Study of aggression among B.Ed. teacher trainees in relation to spiritual intelligence. *International Journal of Informative and Futuristic Research*, 3(4), 1238-1242.
- Jeloudar, S. Y. & Goodarzi, F. L. (2012). What is the relationship between Spiritual Intelligence and Job Satisfaction among MA and BA Teachers?. *International Journal of Business and Social Science*, 3 (8), 299-303.

Note

- Page Numbers given in the downloaded file may not be same as the page numbers in the printed copy of the journal.
- The author(s) of this article is/are responsible to answer the queries on the originality of the article/research paper.