Comparative Study of Spiritual Intelligence of Prospective Teachers

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Abstract:

Aim of present research-study was to compare between prospective teachers of government-aided and self-financed colleges as well as art stream and science stream on their spiritual intelligence. All prospective teachers of B.Ed. studied in institutions affiliated to Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur (UP.) were considered population. Out of this, 390 prospective teachers of B.Ed. were taken as sample on the basis of management of colleges and stream of subjects. Spiritual Intelligence Scale constructed by K.S. Misra was used as tool. After it, data was analyzed using statistical techniques. Critical Ratio (C.R.) Test was used to know significant differences between prospective teachers of government-aided and self-financed colleges as well as art stream and science stream in reference to their spiritual intelligence. Results revealed that no significant difference exists between prospective teachers of government-aided and self-financed colleges in reference to their spiritual intelligence. On other hand, prospective teachers of art stream and science stream differed to each other on their spiritual intelligence. It means that prospective teachers of art stream have more spiritual intelligence than that of science stream.

Keywords: Prospective Teachers, Government-Aided, Self-Financed, Art Stream, Science Stream, Spiritual Intelligence

Introduction:

Growth of nation or society and quality of education are completely determined by the quality of teacher. To fulfill these responsibilities teachers must be free from stress, bad habits, frustration and able to live healthy and happy life. Human's life is directly or indirectly influenced by the social, emotional and spiritual intelligence. Spiritual intelligence is expression of the innate spiritual qualities through the actions and attitudes. Spiritual intelligence diffuses our capacities to understand the others at the deepest level. Spiritual intelligence is a capacity which is defined as meaning of life. It is the ability to behave with wisdom and compassion while maintaining the internal and external peace, regardless of situations.

The future of any society or nation depends on its children. The first formal place of learning for children is their classroom. The Classrooms play a major and great role in shaping the destiny of any nation. Classrooms provide suitable and appropriate platforms to develop the positive outlooks towards life, moral values, and self-discipline in students. Kothari Commission said in its report, "destiny of India is being shaped in classrooms." Destiny of nation is decided by education in classrooms. Students and teachers are affected by each other in classrooms. The main responsibility of teachers is to shape the destiny of nation through own knowledge. Teachers prepare a positive, healthy and happy environment in classrooms where students learn and make changes in behavior. Teacher is the caring part of our educational system.

Spiritual Intelligence:

Spiritual intelligence is a self-feeling or awareness. It is knowledge of the soul and helps to understand spiritual qualities like peace, beautification, purity, love and bliss. Spiritual intelligence increases ability to understand other 'self.' Spiritual means connection to god and the intelligence is a ability to acquire knowledge and to solve problems. So, Spiritual intelligence is ability to acquire spiritual knowledge and to solve the problems of daily-life.

Spiritual intelligence is ability to understand universe and people, to know own self and the developed intuitivism. Intuitivism commences through deeper beliefs, moral values, kindness and purity of heart. Spiritual intelligence increases affection, peace, devotion, kindness, patience, self-control etc. and it directs human-beings to come out of stressful situations. It is the intelligence of soul. Danah Zohar said that Spiritual intelligence refers to intelligence which is related to problems and solutions of meanings and values. By spiritual intelligence, the people can place their own

activities and life in wider and meaningful pattern. Spiritual intelligence is our supreme intelligence.

Origin and Statement of Research-Problem

It has been known that teachers play most important role to shape destiny of nation through their pupils and spiritual intelligence gives feelings of responsibility and morality to teachers which make teachers perfect in their profession. So, researcher thought to study spiritual intelligence of prospective teachers of B.Ed. because these prospective teachers become teacher in coming time.

Researcher thought that the quantity of spiritual intelligence may be less or more in different types of prospective teachers. Due to it, some questions came out from researcher's mind which are following-

➢ Do total prospective teachers of government-aided and self-financed colleges differ to each other on their spiritual intelligence or not?

➢ Do male prospective teachers of government-aided and self-financed colleges differ to each other on their spiritual intelligence or not?

➢ Do female prospective teachers of government-aided and self-financed colleges differ to each other on their spiritual intelligence or not?

➢ Do total prospective teachers of art stream and science stream differ to each other on their spiritual intelligence or not?

➢ Do male prospective teachers of art stream and science stream differ to each other on their spiritual intelligence or not?

➢ Do female prospective teachers of art stream and science stream differ to each other on their spiritual intelligence or not?

Present research-study is a try-out to give answers of above stated questions. So, statement of research problem may be presented in following way-

'Comparative Study of Spiritual Intelligence of Prospective Teachers'

Objectives:

The main objective of present study is to compare between spiritual intelligence of prospective teachers in different references. So, to achieve this main objective, following objectives were designated-

1. To compare between total prospective teachers of government-aided and self-financed colleges on their spiritual intelligence.

2. To compare between male prospective teachers of government-aided and self-financed colleges on their spiritual intelligence.

3. To compare between female prospective teachers of government-aided and self-financed colleges on their spiritual intelligence.

4. To compare between total prospective teachers of art stream and science stream on their spiritual intelligence.

5. To compare between male prospective teachers of art stream and science stream on their spiritual intelligence.

6. To compare between female prospective teachers of art stream and science stream on their spiritual intelligence.

Hypotheses:

Hypotheses of differences were used in present study investigating the nature of objectives which are following-

1. Total prospective teachers of government-aided and self-financed colleges do not show differences to each other on their spiritual intelligence.

2. Male prospective teachers of government-aided and self-financed colleges do not show differences to each other on their spiritual intelligence.

3. Female prospective teachers of government-aided and self-financed colleges do not show differences to each other on their spiritual intelligence.

4. Total prospective teachers of art stream and science stream do not show differences to each other on their spiritual intelligence.

5. Male prospective teachers of art stream and science stream do not show differences to each other on their spiritual intelligence.

6. Female prospective teachers of art stream and science stream do not show differences to each other on their spiritual intelligence.

Delimitations of Study:

I. Only those institutions of B.Ed. were selected for sampling which were affiliated to Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur (U.P.).

II. Only those prospective teachers of B.Ed. were selected as sample who were studying in regular courses.

Research-Design:

Research design is a framework that helps researcher to acquire the purposes of research. Present study has following steps of research-design-

Method:

Descriptive research method was employed in present study. This research method has many kinds of research methods. Researcher found 'survey' method more appropriate out of these. So, survey method was used in present study.

Variables:

Spiritual intelligence worked as a main variable for present study while management of colleges and stream of subjects were used as secondary variables.

Population:

Population is all units of universe. Out of which some units are selected for study. Prospective teachers studying in B.Ed. courses conducted in

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institutions affiliated to Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur (U.P.) were accepted as population for present study.

Sample:

Samples are those units of population which are selected for real study. Stratified random sampling method was used to select sample. Through this sampling method, 390 prospective teachers studying in B.Ed. courses were taken from 15 colleges for study. Descriptions of sample have been displayed through following tables-

Table 1: Descriptions of Colleges

Sr. No.	Management of Colleges	Numbers of Colleges
1	Government-Aided	5
2	Self-Financed	10
	Sum	15

Table 2: Descriptions of Sample according to Management of Colleges

Sr. No.	Management of Colleges	Numbers of Prospective Teachers		Total
		Male	Female	
1	Government-Aided	92	78	170
2	Self-Financed	89	131	220
	Sum of Total	181	209	390

Table 3: Descriptions of Sample according to Stream of Subjects

Sr. No.	Stream	Numbers of Prospective Teachers		Total
		Male	Female	
1	Art	113	155	268
2	Science	68	54	122
	Sum of Total	181	209	390

Tool:

Spiritual Intelligence Scale (SIS) made by K.S. Misra and standardized by researcher for use of prospective teachers of B.Ed. was employed as tool in study.

Statistical Techniques:

Mean, Standard Deviation, Standard Error of Difference between Two Means and Critical Ratio (C.R.) Test were used as statistical techniques in study.

Analysis and Interpretations of Data:

Analysis of data was done according to objectives. In order to get a better idea, it was done in following ways-
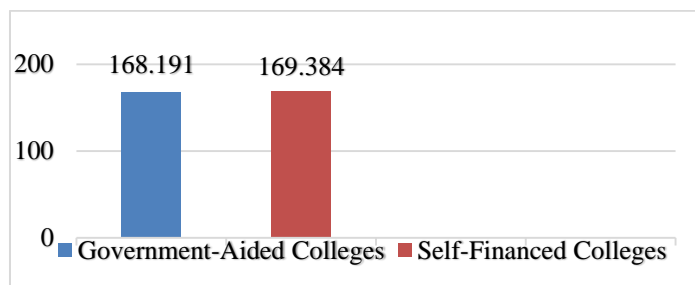
Objective 1: To compare between total prospective teachers of government-aided and self-financed colleges on their spiritual intelligence.

$H_0 1$: Total prospective teachers of government-aided and self-financed colleges do not show differences to each other on their spiritual intelligence.

Table 4: Comparison between Total Prospective Teachers of Government-Aided and Self-Financed Colleges on their Spiritual Intelligence

Group	N	M	S.D.	σ_D	df	Calculated Value of C.R. Test	Level of Significance
Government-Aided	170	168.191	25.321	2.582	388	0.462	Not Significant
Self-Financed	220	169.384	25.233				

CR.05 = 1.97   CR.01 = 2.59

Table 4 reveals that means and standard deviations of spiritual intelligence for total prospective teachers of government-aided and self-financed colleges are serially 168.191 & 169.384 and 25.321 & 25.233. Computed value of C.R. Test is 0.462 which is less than 1.97 (critical value of C.R. Test at .05 level of confidence for df = 388). Therefore, null hypothesis **($H_0 1$), "Total prospective teachers of government-aided and self-financed colleges do not show differences to each other on their spiritual intelligence"** was accepted at .05 level of confidence and alternate research hypothesis, "There is significant difference between total prospective teachers of government-aided and self-financed colleges on their spiritual intelligence" was rejected. The mean-scores of

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spiritual intelligence for total prospective teachers of government-aided and self-financed colleges have

been shown in figure 1.

Figure-1: Means of Spiritual Intelligence for Total Prospective Teachers of Government-Aided and Self-Financed Colleges

Objective 2: To compare between male prospective teachers of government-aided and self-financed colleges on their spiritual intelligence.

$H_0 2$: Male prospective teachers of government-aided and self-financed colleges do not show differences to each other on their spiritual intelligence.

Table 5: Comparison between Male Prospective Teachers of Government-Aided and Self-Financed Colleges on their Spiritual Intelligence

Group	N	M	S.D.	σ_D	df	Calculated Value of C.R. Test	Level of Significance
Government-Aided	92	167.256	25.725	3.823	179	0.204	Not Significant
Self-Financed	89	168.034	25.696				

CR$_{.05}$ = 1.98   CR$_{.01}$ = 2.61

Table 5 reveals that means and standard deviations of spiritual intelligence for male prospective teachers of government-aided and self-financed colleges are serially 167.256 & 168.034 and 25.725 & 25.696. Computed value of C.R. Test is 0.204 which is less than 1.98 (critical value of C.R. Test at .05 level of confidence for df = 179). Therefore, null hypothesis **(H$_0$2), "Male prospective teachers of government-aided and self-financed colleges do not show differences to** **each other on their spiritual intelligence"** was accepted at .05 level of confidence and alternate research hypothesis, "There is significant difference between male prospective teachers of government-aided and self-financed colleges on their spiritual intelligence" was rejected. The mean-scores of spiritual intelligence for male prospective teachers of government-aided and self-financed colleges have been shown in figure 2.
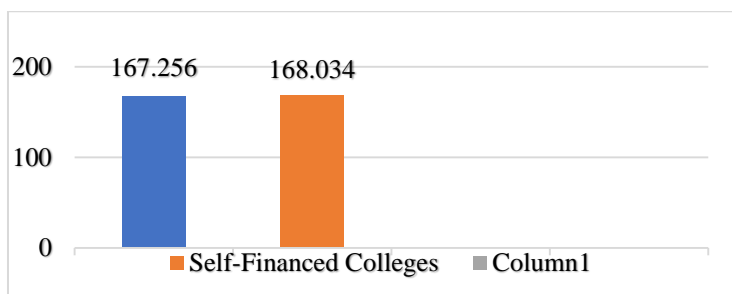
Figure-2: Means of Spiritual Intelligence for Male Prospective Teachers of Government-Aided and Self-Financed Colleges

Objective 3: To compare between female prospective teachers of government-aided and self-financed colleges on their spiritual intelligence.

$H_0 3$: Female prospective teachers of government-aided and self-financed colleges do not show differences to each other on their spiritual intelligence.
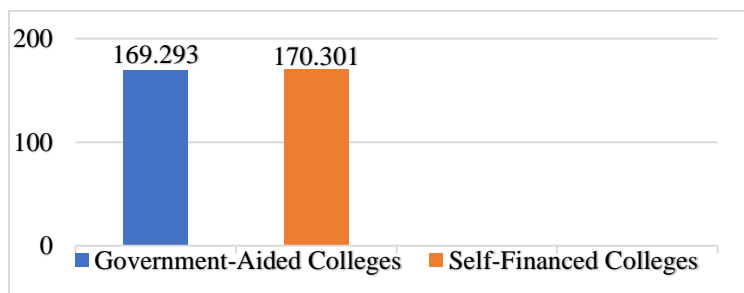
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Table 6: Comparison between Female Prospective Teachers of Government-Aided and Self-Financed Colleges on their Spiritual Intelligence

Group	N	M	S.D.	σ_D	df	Calculated Value of C.R. Test	Level of Significance
Government-Aided	78	169.293	24.965				
Self-Financed	131	170.301	25.039	3.574	207	**0.282**	**Not Significant**

CR.05 = 1.97   CR.01 = 2.60

Table 6 reveals that means and standard deviations of spiritual intelligence for female prospective teachers of government-aided and self-financed colleges are serially 169.293 & 170.301 and 24.965 & 25.039. Computed value of C.R. Test is 0.282 which is less than 1.97 (critical value of C.R. Test at .05 level of confidence for df = 207). Therefore, null hypothesis **(H₀3), "Female prospective teachers of government-aided and self-financed colleges do not show differences to**

each other on their spiritual intelligence" was accepted at .05 level of confidence and alternate research hypothesis, "There is significant difference between female prospective teachers of government-aided and self-financed colleges on their spiritual intelligence" was rejected. The mean-scores of spiritual intelligence for female prospective teachers of government-aided and self-financed colleges have been shown in figure 3.

Figure-3: Means of Spiritual Intelligence for Female Prospective Teachers of Government-Aided and Self-Financed Colleges

Objective 4: To compare between total prospective teachers of art stream and science stream on their spiritual intelligence.

$H_0$4: Total prospective teachers of art stream and science stream do not show differences to each other on their spiritual intelligence.

Table 7: Comparison between Total Prospective Teachers of Art Stream and Science Stream on their Spiritual Intelligence

Group	N	M	S.D.	σ_D	df	Calculated Value of C.R. Test	Level of Significance
Art Stream	268	171.863	25.672				
Science Stream	122	162.275	24.047	2.683	388	**3.574**	**.01**

CR.05 = 1.97   CR.01 = 2.59

Table 7 reveals that means and standard deviations of spiritual intelligence for total prospective teachers of art stream and science stream are serially 171.863 & 162.275 and 25.672 & 24.047. Computed value of C.R. Test is 3.574 which is greater than 2.59 (critical value of C.R. Test at .01 level of confidence for df = 388). Therefore, null hypothesis **(H₀4), "Total prospective teachers of art stream and science stream do not show**

differences to each other on their spiritual intelligence" was rejected at .01 level of confidence and alternate research hypothesis, "There is significant difference between total prospective teachers of art stream and science stream on their spiritual intelligence" was accepted. The mean-scores of spiritual intelligence for total prospective teachers of art stream and science stream have been shown in figure 4.
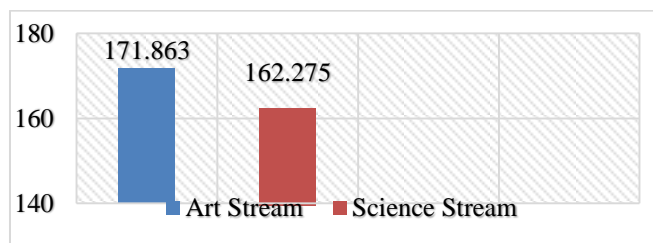
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Figure-4: Means of Spiritual Intelligence for Total Prospective Teachers of Art Stream and Science Stream

Objective 5: To compare between male prospective teachers of art stream and science stream on their spiritual intelligence.

H_05: Male prospective teachers of art stream and science stream do not show differences to each other on their spiritual intelligence.

Table 8: Comparison between Male Prospective Teachers of Art Stream and Science Stream on their Spiritual Intelligence

Group	N	M	S.D.	σ_D	df	Calculated Value of C.R. Test	Level of Significance
Art Stream	113	170.941	25.245				
Science Stream	68	162.152	24.679	3.821	179	**2.300**	**.05**

CR.$_{05}$ = 1.98   CR.$_{01}$ = 2.61

Table 8 reveals that means and standard deviations of spiritual intelligence for male prospective teachers of art stream and science stream are serially 170.941 & 162.152 and 25.245 & 24.679. Computed value of C.R. Test is 2.300 which is greater than 1.98 (critical value of C.R. Test at .05 level of confidence for df = 179). Therefore, null hypothesis **(H$_0$5), "Male prospective teachers of art stream and science stream do not show differences to each other on their spiritual intelligence"** was rejected at .05 level of confidence and alternate research hypothesis, "There is significant difference between male prospective teachers of art stream and science stream on their spiritual intelligence" was accepted. The mean-scores of spiritual intelligence for male prospective teachers of art stream and science stream have been shown in figure 5.
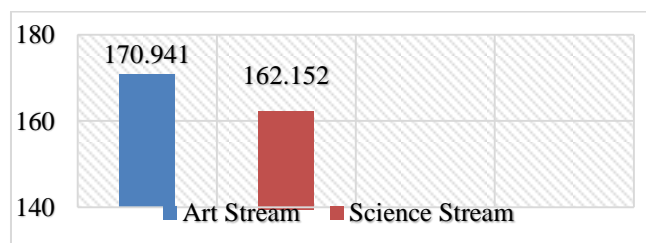

Figure-5: Means of Spiritual Intelligence for Male Prospective Teachers of Art Stream and Science Stream

Objective 6: To compare between female prospective teachers of art stream and science stream on their spiritual intelligence.

H_06: Female prospective teachers of art stream and science stream do not show differences to each other on their spiritual intelligence.

Table 9: Comparison between Female Prospective Teachers of Art Stream and Science Stream on their Spiritual Intelligence

Group	N	M	S.D.	σ_D	df	Calculated Value of C.R. Test	Level of Significance
Art Stream	155	172.536	25.373				
Science Stream	54	162.430	24.113	3.863	207	**2.616**	**.01**

CR.$_{05}$ = 1.97   CR.$_{01}$ = 2.60

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Table 9 reveals that means and standard deviations of spiritual intelligence for female prospective teachers of art stream and science stream are serially 172.536 & 162.430 and 25.373 & 24.113. Computed value of C.R. Test is 2.616 which is greater than 2.60 (critical value of C.R. Test at .01 level of confidence for df = 207). Therefore, null hypothesis (H_06), **"Female prospective teachers of art stream and science stream do not show differences to each other on their spiritual intelligence"** was rejected at .01 level of confidence and alternate research hypothesis, "There is significant difference between female prospective teachers of art stream and science stream on their spiritual intelligence" was accepted. The mean-scores of spiritual intelligence for female prospective teachers of art stream and science stream have been shown in figure 6.
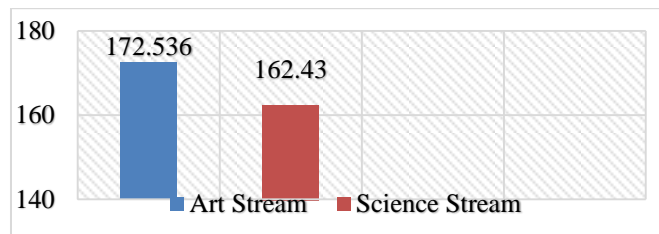
Figure-6: Means of Spiritual Intelligence for Female Prospective Teachers of Art Stream and Science Stream

Conclusions:

It was known by study that prospective teachers of government-aided and self-financed colleges do not show differences to each other on their spiritual intelligence. On other hand, prospective teachers of art stream and science stream showed differences to each other on their spiritual intelligence. Since, mean-score of prospective teachers of art stream was greater than that of science stream. So, it can be said that prospective teachers of art stream have more spiritual intelligence than that of science stream.

Suggestions for Further Researches

- A similar study can be performed at secondary level and other levels of higher education.
- Spiritual intelligence can be studied in context to gender, residence, locality etc.
- It can be studied also with other variables like mental health, academic achievement, adjustment, general intelligence, emotional intelligence etc.

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