



Spiritual Intelligence of Teacher Trainees in Relation to Sex and Teaching Profession

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Introduction

This is the century of Science and Technology. In this century at each and every moment new knowledge is created. In this digital Era every person is busy and having a lot of stress. Teacher trainees are future teachers. They will have to create the future of their students. In this stressful Era every teacher must be spiritually intelligent. In daily life the teachers have to face lot of problems maybe regarding students, parents, institutions, assessment system etc. So teachers must be spiritually intelligent. Spiritual intelligence (SI) is the ability to act with wisdom and compensation while maintaining internal and external piece, regardless of circumstances. It goes beyond IQ and IQ to address deep questions of meaning, purpose and value based living or knowing individuals to navigate Complex light challenges and connect with the persons of self.

In daily life teachers have the responsibility of their students. The students in the classes are not of equal intelligence. Along with their academic work the teacher must have to pay attention towards the extracurricular activities curricular activities of that particular students. So the students could make the overall development. According to DS Kothari, the future of nation is created in every classroom. That means the teachers create the students as a powerful human resources if decided.

The term spiritual intelligence (SQ or SI) was primarily find and popularised by philosopher the Philosopher and author **Danah Zohar** is credited with coining the term "spiritual intelligence" (SQ) and introducing the concept in her 1997 book, *ReWiring the Corporate Brain*. She developed the idea as a way to unite material and spiritual dimensions, often collaborating with Ian Marshall on the theory. The corporate brain. She define it as a ultimate intelligence that allows you must to address meaning, values and purposes in their lives and work. According to this definition we can say that how the spiritual intelligence is important for every person in his or her life. Teachers will



have to create the powerful human resources for the nation and therefore the required this spiritual intelligence too.

Objectives

1. To determine the level of SI and its dimensions.
2. To compare SI and its dimensions sex wise.
3. To determine the number of teacher trainees school filling requirement benchmark for success in teaching profession.

Hypotheses

1. There will be no significant difference between the mean as score of male and female teacher trainees.
2. There will be no significant difference between the mean MPE scores of male and female teacher trainees.
3. There is no significant difference between the SAT scores of male and female teacher training
4. There will be no significant difference between the mean CVB scores of male and female teacher trainees.
5. There is no significant difference between the SRP is scores of male and female teacher training.

Sample

The sample consisted of 150 teacher trainees (75 male and 75 female) belonging to B.Ed. college in Dhule district.

Tool

Tool used to presence study was a self-made SI test. It consist of 40 sentences and four dimensions.

Result and discussion

The data were analysed in terms of mean of, standard deviation and mean difference.

Table 1: Mean and standard deviation (N=150) on the variable of Spiritual Intelligence.

Variable	Mean	SD
Spiritual intelligence score	112.45	14.80

Table 1 indicates that the sample has the mean 112.45 and the standard deviation is 14.80. This shows that according to the criteria of measurement used that the sample falls in average level of spiritual intelligence.

Table 2: SI levels of teacher trainees

Sr. No.	SI level	Number of trainees male	Number of trainees female
1.	Extremely high	09	18
2.	Average	45	48
3.	less than average	21	09

Table 2 shows the profile of various levels of SI under which teacher training is done. It is evident from the table that the majority of the teacher trainees are in average category of spiritual intelligence. Out of 150 teacher trainees 16% trainees have extremely high level of spiritual intelligence. 62% trainees have average level of spiritual intelligence. 20% trainees have less than average level of spiritual intelligence.

Table 3: comparison of male and female teacher trainees with respect to Meaning and Purpose of Education

Variable	N	Mean	SD	t- value	significant
Male	75	99.32	18	0.11	Not significant
Female	75	99	18.24		



The table3 indicates that the derived t is equal to 0.11and the critical value is 2.609 at 0.01 level. The derived value is less than critical value. There for the hypothesis accepted. There is no significant difference between Meaning and purpose of education of male and female of teacher trainees.

Table 4: Comparison of male and female teacher training with respect to Meaning and purpose in education

Variable	N	Mean	SD	t-Value
Male	75	115.5	12.8	2.15
Female	75	121.2	10.5	

Table 4 derived t =2.15 exceeds the critical value of t=1.97 at 0.05 level and df=149. Therefore the hypothesis is rejected and it is concluded that the mean score of Meaning and Purpose in education for male group is 115.5 each significantly lower than the that of mean score of meaning and purpose in education of female group 121.5.

Table 5: Comparison of male and female teacher training with respect to Self-Awareness and Transcendence

Variable	N	Mean	SD	t-Value
Male	75	50.20	8.50	0.43
Female	75	49.60	8.20	

Table 5 derived t =0.43 is less than the critical value of t=1.97 at 0.05 level and df=149. Therefore the hypothesis is accepted and it is concluded that the mean score of Self-Awareness and Transcendence for male group is 50.20 each significantly higher than the that of mean score of Self-Awareness and Transcendence of female

group 49.60. There is no significant difference between the self-awareness and transcendence of male and female teacher trainees.

Table 6: Comparison of male and female teacher training with respect to Compassion and Virtuous Behaviour.

Variable	N	Mean	SD	t-Value
Male	75	118.5	12.9	1.40
Female	75	121.2	10.6	

Table 6 derived $t = 1.40$ is less than the critical value of $t = 1.97$ at 0.05 level and $df = 149$. Therefore the hypothesis is accepted and it is concluded that the mean score of Compassion and Virtuous Behaviour 118.5 for male group is 118.5 that of mean score of Compassion and Virtuous Behaviour of female group 121.5. The difference is small enough and happened by sampling error. There is no significant difference between the compassion and Virtuous behaviour of male and female teacher trainees

Table 7: Comparison of male and female teacher training with respect to Spiritual Resources and Problem Solving

Variable	N	Mean	SD	t-Value
Male	75	110.4	12.5	3.01
Female	75	117.2	15.1	

Table 7 derived $t = 3.01$ exceeds the critical value of $t = 1.96$ at 0.05 level and $df = 149$. Therefore the hypothesis is rejected and it is concluded that the mean score of Spiritual Resources and Problem Solving for male group is 110.4 each significantly lower than the that of mean score of Spiritual Resources and Problem Solving of female group 117.2.



Findings

1. Most of the teacher trainees have average score of spiritual intelligence.
2. Out of 150 teacher trainees 16% trainees have extremely high level of spiritual intelligence. 62% trainees have average level of spiritual intelligence. 20% trainees have less than average level of spiritual intelligence.
3. There is no significant difference between Meaning and purpose of education of male and female of teacher trainees.
4. Female teacher trainees have more developed sense of meaning and purpose in their educational approach than their male counterparts.
5. There is no significant difference between the self-awareness and transcendence of male and female teacher trainees.
6. There is no significant difference between the compassion and Virtuous behaviour of male and female teacher trainees.
7. Female teacher trainees have more developed sense of in their Spiritual Resources and Problem Solving approach than their male counterparts.

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