

A Study of Spiritual Intelligence and Pupil Teachers

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Abstract

Education is the key to national prosperity and welfare. In the development of a country education plays a vital role. Education is the most important component of human resources. Therefore society wants to utilize the individual talent properly. We want to get maximum benefit through minimum resources so we should make our efforts for maximum achievement of our youth and trained them in such a way that they may utilize the resources available.

"Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life force of evolution. If the evolution of life from stardust to mineral, vegetable, animal, and human existence implies some form of intelligence rather than being a purely random process, it might be called spiritual. Spiritual intelligence emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul, and spirit. Spiritual intelligence, then, is more than individual mental ability. It appears to connect the personal to the transpersonal and the self to spirit. Spiritual intelligence goes beyond conventional psychological development. In addition to self-awareness, it implies awareness of our relationship to the transcendent, to each other, to the earth and all beings. Working as a psychotherapist, my impression is that spiritual intelligence opens the heart, illuminates the mind, and inspires the soul, connecting the individual human psyche to the underlying ground of being. Spiritual intelligence can be developed with practice and can help a person distinguish reality from illusion. It may be expressed in art and culture as love, wisdom, and service."

Spiritual Intelligence can be thought of as a super-process integrating stimuli to the left- and right-brain hemi-spheres---with perspectives that cross-cue each other, as well as question the meaning of the present situation . But how do decision makers put all the multiple perspectives together, effectively, to approach Truth? Mintzberg, in his article in the *HBR*, considers planning a left-brain function, and management, *per se*, right-brain activity. As Doctors Gofman and Tamplin have admonished: "*We need a mechanism for effectively criticizing present-day science and technology, and for articulating a new set of priorities that would lead science and technology to fulfilling the needs of society...it seems quite evident that science and technology have become uncoupled from our society.*"

Related Studies:

Tony Buzan (2001) Spiritual intelligence is described in Tony Buzan's (2001) book *The Power of Spiritual intelligence* as 'Awareness of the world and your place in it'. Spiritual intelligence is supposed to be one of the 10 intelligences described by Tony Buzan. Robert Emmons (2000) defines spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment." Kathleen Noble

(2000/2001) agrees with Emmons' (2000) definition and adds that spiritual intelligence is an inherent ability. Zohar & Marshall (2003) define spiritual intelligence as "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 is more meaningful than another."

Kathleen Noble :(2000/2001) identifies spiritual intelligence as an innate human potential. She agrees with Emmons' (2000) core abilities and adds two others:

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.
2. The conscious pursuit of psychological health, not only for ourselves but also for the sake of the global community.

Frances Vaughan (2002) :"Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life force of evolution. If the evolution of life from stardust to mineral, vegetable, animal, and human existence implies some form of intelligence rather than being a purely random process, it might be called spiritual. Spiritual intelligence emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul, and spirit. Spiritual intelligence, then, is more than individual mental ability. It appears to connect the personal to the transpersonal and the self to spirit. Spiritual intelligence goes beyond conventional psychological development. In addition to self-awareness, it implies awareness of our relationship to the transcendent, to each other, to the earth and all beings. Working as a psychotherapist, my impression is that spiritual intelligence opens the heart, illuminates the mind, and inspires the soul, connecting the individual human psyche to the underlying ground of being. Spiritual intelligence can be developed with practice and can help a person distinguish reality from illusion. It may be expressed in and culture as love, wisdom, and service."

Cindy Wigglesworth (2004/2008) : Cindy Wigglesworth defines spiritual intelligence as "the ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of the circumstances." She breaks down the competencies that comprise SQ into 21 skills, arranged into a four quadrant model similar to Daniel Goleman's widely used model of emotional intelligence or EQ. The four quadrants of spiritual intelligence are defined as:

1. Higher Self / Ego self Awareness
2. Universal Awareness
3. Higher Self / Ego self Mastery
4. Spiritual Presence / Social Mastery

Wigglesworth's SQ model and assessment instrument have been successfully used in corporate settings.

David B. King (2007)

David B. King (2007) has undertaken research on spiritual intelligence at Trent University in Peterborough, Ontario, Canada. King (2007) defines spiritual intelligence as 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 nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states."

Objectives :

1. To study the Spiritual intelligence of B.Ed. and M.Ed. Male students.
2. To study the Spiritual intelligence of B.Ed. and M.Ed. Female students.

Hypotheses :

1. There is no significance difference of the Spiritual intelligence of B.Ed. and M.Ed. male students.
2. There is no significance difference of the Spiritual intelligence of B.Ed. and M.Ed. Female students.

Methodology :

Survey method used in this study in order to assess the study of spiritual intelligence Pupil Teachers as perceived by the selected Pupil-Teachers of various B.Ed./M.Ed. colleges of Education of Haryana state is constituting the population for the present research work.

Sample:

The sample of this study consists of two hundred pupils teachers students comprising of two groups of one hundred male pupil teachers and one hundred female pupil teachers in various B.Ed./M.Ed. colleges of Education of Haryana state . In order to ensure that the sample is a true representative of the population. The following institutions were selected for the sampling of data:

The following table shows the composition of data :

Table-1

Table of total Pupil teachers selected in B.Ed./M.Ed. colleges of Education of Haryana state :

S.E	Selected B.Ed./M.Ed. colleges	Male Pupil Teachers of B.Ed section	Female Pupil Teachers of B.Ed section	Male Pupil Teachers of M.Ed section	Female Pupil Teachers of M.Ed section	Total
1.	C.R. College of education Rohtak	05	05	05	05	20
2.	Vaish College of Education Rohtak	05	05	05	05	20
3.	Shree Bala Ji College of education sampla Rohtak	05	05	05	05	20
4.	T.R. College of education Sonipat	05	05	05	05	20
5.	Hindu College of education Sonipat	05	05	05	05	20
	Total	25	25	25	25	100

HYPOTHESIS- I

**Table -2
Mean, S.D. & C.R. values of the scores on significant difference of the Spiritual Intelligence of B.Ed. and M.Ed. Male Pupil Teachers**

S.R.	Students	N	M	S.D.	SEd.	C.R.	Significant
01	B.Ed. Students	50	163.57	8.12	0.77	3.33	**
02	M.Ed. Students	50	161.00	4.92			

** 0.01 level of significant

Table 4.2.9 shows that there is significant difference of the Spiritual Intelligence of B.Ed. and M.Ed. Male Pupil Teachers (N=50) because the C.R. value 3.33 is greater than 1.96 and 2.56. So It is significant at the level of 0.01. Since the mean value of the Spiritual Intelligence of B.Ed. Male Pupil Teachers is higher than the mean value of M.Ed. Male Pupil Teachers.

So it is clear that the Spiritual Intelligence of B.Ed. Male Pupil Teachers are more intelligent than M.Ed. Male Pupil Teachers. So according significantly there is 0.01 level of significant between both group of Male Pupil Teachers.

Hence Hypothesis-1 “There is no significance difference of the Spiritual Intelligence of B.Ed. and M.Ed. Male Pupil Teachers”- Rejected.

Table -3

Mean, S.D. & C.R. values of the scores on significant difference of the Spiritual Intelligence of B.Ed. and M.Ed. Female Pupil Teachers

S.R.	Students	N	M	S.D.	SEd.	C.R.	Significant
01	B.Ed. Students	50	163.57	8.12	0.77	3.33	**
02	M.Ed. Students	50	161.00	4.92			

** 0.01 level of significant

Table 4.2.9 shows that there is significant difference of the Spiritual Intelligence of B.Ed. and M.Ed. Male Pupil Teachers (N=50) because the C.R. value 3.33 is greater than 1.96 and 2.56. So It is significant at the level of 0.01. Since the mean value of the Spiritual Intelligence of B.Ed. Male Pupil Teachers is higher than the mean value of M.Ed. Male Pupil Teachers.

So it is clear that the Spiritual Intelligence of B.Ed. Male Pupil Teachers are more intelligent than M.Ed. Male Pupil Teachers. So according significantly there is 0.01 level of significant between both group of Male Pupil Teachers.

Hence Hypothesis-2 “There is no significance difference of the Spiritual Intelligence of B.Ed. and M.Ed. Female Pupil Teachers”- Rejected.

Results:

1. There is 0.01 level of significance difference of the Spiritual Intelligence of B.Ed. and M.Ed. Male Pupil Teachers
2. There is 0.01 level of significance difference of the Spiritual Intelligence of B.Ed. and M.Ed. Female Pupil Teachers

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