

**Spiritual Intelligence of Prospective Teachers in the Context of Religiosity****Dr Tamanna Kaushal****Assistant Professor****St. Aloysius College, Jabalpur****Abstract**

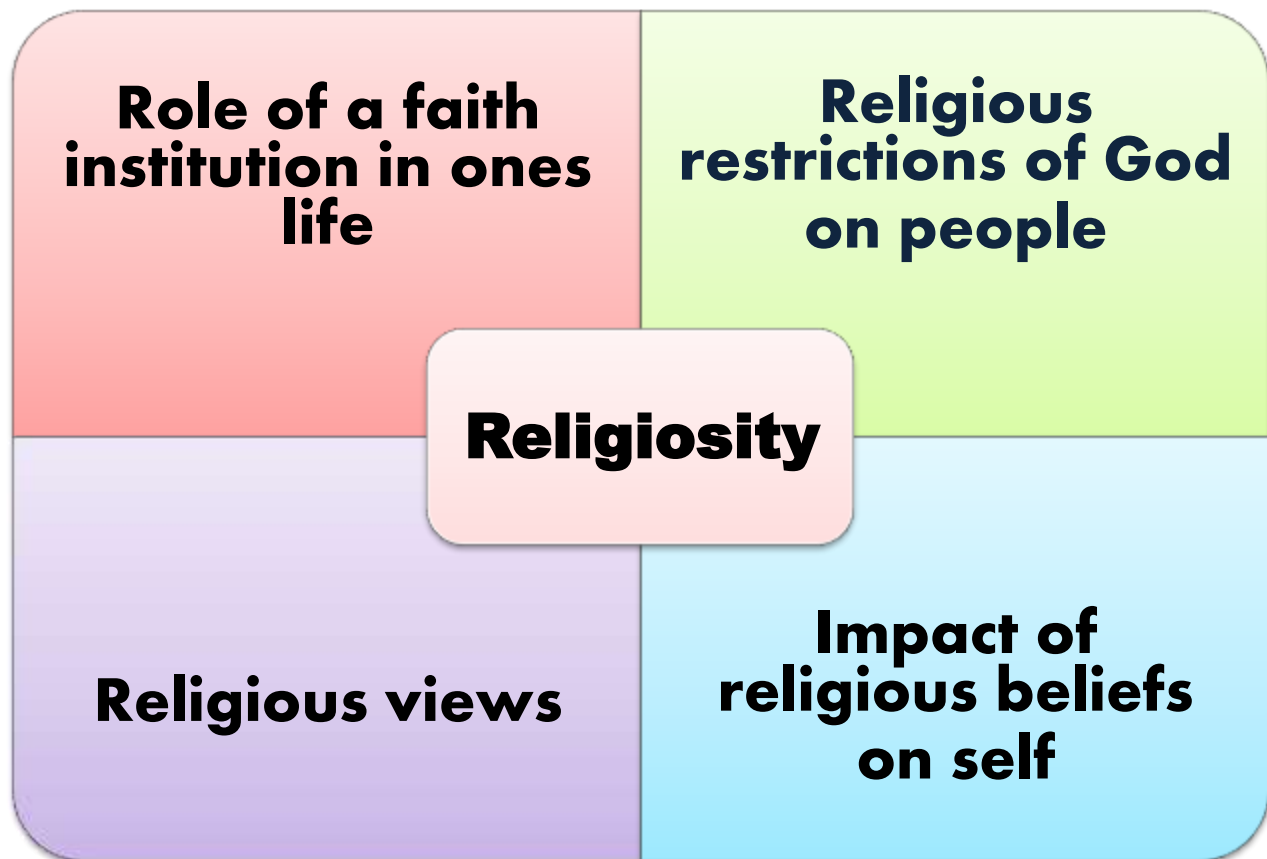
*The present research was conducted on prospective teachers to analyze their Spiritual Intelligence in relation to religiosity. For the purpose a sample of 100 (50 male and 50 female) prospective teachers was selected from the B.Ed. Colleges affiliated to R.D.V.V University, Jabalpur by using random sampling techniques. Religiosity Scale constructed by Dr. L. I. Bhushan and Spiritual- Intelligence Scale constructed by Roquiya Zainuddin and Anjum Ahmed was used to collect the data. Results revealed that there is significant impact of religiosity on spiritual intelligence of males, females and males & females taken together of high and low religiosity groups. There is significant gender difference on spiritual- intelligence of male and female prospective teachers in relation to high and low religiosity groups. It was concluded that spiritual intelligence of prospective teachers may be enhanced by religiosity, for betterment of society.*

**Keywords : Spiritual Intelligence, Religiosity, Prospective Teachers**

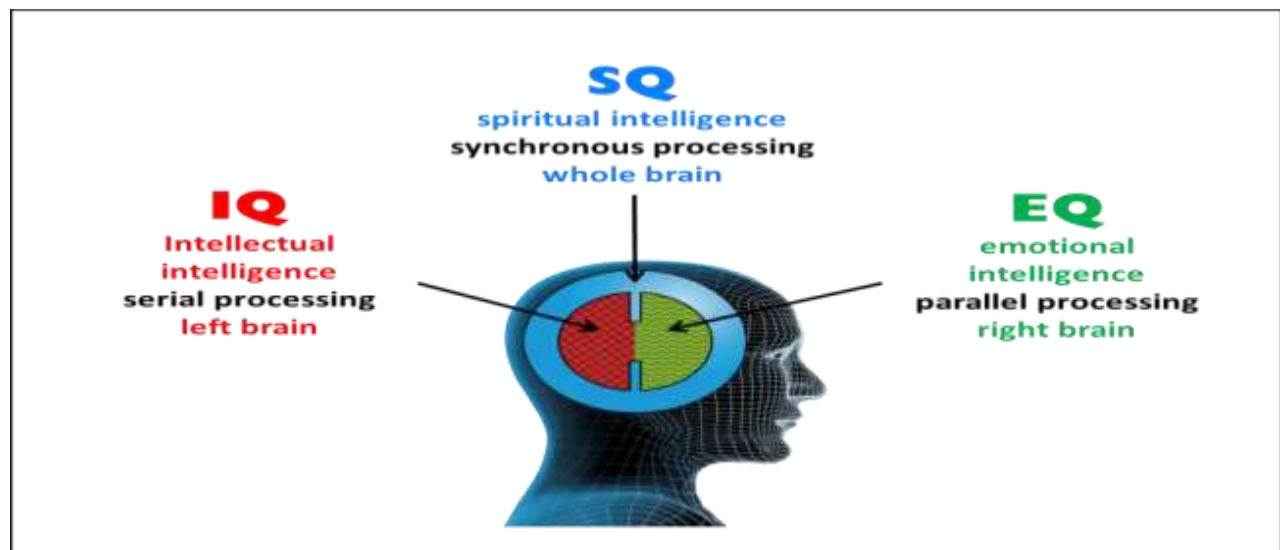
In 21<sup>st</sup> century the moral values, ethics, tolerance, respect, forgiveness all are demolished day by day, and cut to cut competition in youths, this develop stress, depression, violence, non-tolerance among adults. The reason behind it is the three main explosions; population explosion, explosion of knowledge and lastly the explosion of aspirations. During such times, it has become very difficult for us to exist and live our life successfully. However we must understand the root cause of the problem, and the reason may be that, we are away from our culture traditions and spirituality. Spirituality is something much deeper and higher than religion, where all divisions, fanaticism, exclusiveness, ritualism and religiosity fall away. Spirituality is the aspiration to find and express the Reality behind all existence, the unity behind the diversity of creation. **According to Wigglesworth (2002)** Spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation. Spiritual development in children and youth set the tone for student tolerance and respect of others. Thus, to produce quality individuals, we need quality teachers. Effective teachers cannot be produced overnight. They need to be trained and evaluated in various aspects to make them the very best. An effective teacher will bring the development of a nation into greater heights and thus realizing a nation's aspiration. Hence, to carry out the process of education, teachers' all round development should also be considered seriously at the pre-service level as well as continuously throughout his/her career. Therefore, present study analyzed that personal believes of religiosity of prospective teachers have any impact on their spiritual intelligence. "Personal life of the teachers is of public importance" **Gurumurthy (2005).**

### **Religiosity**

Religiosity is a multi-layered concept involving cognitive, emotional, motivational and behavioural aspects (**Hackney and Sanders, 2003**). Being spiritual means having a transcendental relation with a superior being, whereas being religious means adopting a certain religious creed or church. According to **Hill et al. (2000)**, the terms religion and spirituality are kindred concepts rather than independent ones.



### Spiritual Intelligence



### THE THREE Q'S

Spiritual intelligence is a higher dimension of intelligence that activates the qualities and capabilities of soul, in the form of wisdom, compassion, integrity, joy, love, creativity, and peace. Spiritual intelligence is consisted of two words-spiritual and intelligence. The word spiritual derived from Latin word spiritus, which means *“that gives life or vitality to a system Zohar (1997).”* According to **Stephen Covey (2004)** Spiritual intelligence is the central and most fundamental of all the intelligences, because it becomes the sources of guidance for the others.

Five components of spiritual intelligence are as follows:

- The capacity to transcend the physical and material.
- The ability to experience heightened states of consciousness.
- The ability to sanctify everyday experience.
- The ability to utilize spiritual resources to solve problems.
- The capacity to be virtuous.

The present need in every society and in every organization is of individuals who are spiritually intelligent i.e. having the ability to behave with wisdom and compassion while maintaining inner and outer peace regardless of the circumstances.

### **Objectives**

- **To study the impact of religiosity on spiritual intelligence of Prospective Teachers.**
- **To study the gender difference on spiritual intelligence in relation to religiosity of Prospective Teachers.**

### **Hypotheses**

- **There is no significant impact of religiosity on spiritual intelligence of Prospective Teachers.**
- **There is no significant gender difference on spiritual intelligence in relation to religiosity of Prospective Teachers.**

## Methodology

- **Research Design**

Quantitative approach is applied in this study. Survey technique used to examine the impact of religiosity on spiritual intelligence of prospective teachers.

- **Sample**

The present study was conducted on a sample of 100 prospective teachers (50 males and 50 females). Prospective teachers randomly selected from Private B.Ed. Colleges of Jabalpur District. Random sampling technique was employed for data collection.

- **Tools Used**

In the present study the following tools were used (i) Religiosity Scale

By Dr. L. I. Bhushan (ii) Spiritual Intelligence Test By Prof. Roquiya Zainuddin and Anjum Ahmed.

## Procedure

After finalizing the tools and receiving the consent of the principals, the prospective teachers of the B.Ed. College were requested to fill the Religiosity Scale and Spiritual Intelligence Test without omitting any item. All the completed tests were used for data analysis using statistical measures such as mean, standard- deviation, and t-test.

## Result Analysis and Interpretation

### Hypothesis No. 1

There is no significant impact of religiosity on spiritual intelligence of Prospective Teachers.

**Table No-3.01, Comparative results of Spiritual Intelligence of Male Prospective Teachers of High and Low Religiosity Group.**

Religiosity	N	M	S.D.	C.R.	'P' Value
High	16	310.56	28.72	3.22	< 0.01
Low	16	277.5	29.35		

Degrees of freedom – 30

Minimum value for significance at 0.05 level–2.04

Minimum value for significance at 0.01 level–2.75

**Table No- 3.02, Comparative results of Spiritual Intelligence of Female Prospective Teachers of High and Low Religiosity Group.**

Religiosity	N	M	S.D.	C.R.	'P' Value
High	16	279.56	32.97	3.80	< 0.01
Low	16	236.25	31.35		

Degrees of freedom – 30

Minimum value for significance at 0.05 level–2.04

Minimum value for significance at 0.01 level–2.75

**Table No- 3.03**

**Comparative results of Spiritual Intelligence of Male & Female Prospective Teachers of High and Low Religiosity Group.**

Religiosity	N	M	S.D.	C.R.	'P' Value
High	32	295.06	34.25	4.31	< 0.01
Low	32	256.87	36.49		

Degrees of freedom – 62

Minimum value for significance at 0.05 level–2.00

Minimum value for significance at 0.01 level–2.66

It is clear from the results presented in table no's 4.01, 4.02 & 4.03, that there is significant impact of religiosity on spiritual intelligence of males, females and males & females taken together of high and low religiosity groups, since the obtained values of critical ratio's are 3.22, 3.80 & 4.31 respectively, which are greater than the minimum value for significance at 0.01 level of confidence. The spiritual intelligence of males, females and males & females taken together of high religiosity group is better than that of the low religiosity group. As such that hypothesis *"There is no significant impact of religiosity on spiritual intelligence of Prospective Teachers"* is not accepted.

#### **Hypothesis No. 2**

There is no significant gender difference on spiritual intelligence in relation to religiosity of Prospective Teachers

**Table No-3.04****Comparative results of Religiosity of Male and Female****Prospective Teachers of****High Spiritual Intelligence Group.**

Religiosity	N	M	S.D.	C.R.	'P' Value
Male	16	310.56	28.72	2.84	< 0.01
Female	16	279.56	32.97		

Degrees of freedom – 30

Minimum value for significance at 0.05 level–2.04

Minimum value for significance at 0.01 level–2.75

**Table No-3.05****Comparative results of Religiosity of Male and Female****Prospective Teachers of Low****Spiritual Intelligence Group.**

Religiosity	N	M	S.D.	C.R.	'P' Value
Male	16	277.5	29.35	3.85	< 0.01
Female	16	236.25	31.35		

Degrees of freedom – 30

Minimum value for significance at 0.05 level–2.04

Minimum value for significance at 0.01 level–2.75



The results presented in table no's 4.04 and 4.05 that there is significant gender difference on spiritual intelligence of male and female prospective teachers in relation to high and low religiosity groups, since the obtained values of critical ratio's are 2.84 & 3.85 respectively, which are greater than the minimum value for significance at 0.01 level of confidence. The male prospective teachers of high and low religiosity groups have better spiritual intelligence than that of females of high and low religiosity groups. As such that the hypothesis *"There is no significant gender difference on spiritual intelligence in relation to religiosity of Prospective Teachers"* **is not accepted**.

## Conclusion

Personal believes of religiosity of prospective teachers have impact on their spiritual intelligence. There is gender difference among prospective teachers religiosity in relation to spiritual intelligence. Thus, from above analysis, religiosity enhances the spiritual intelligence of prospective teachers **Hill et al. (2000)**, the terms religion and spirituality are kindred concepts rather than independent ones.

## References

Amram, Y., and Dryer, C. (2007). The Integrated Spiritual intelligence Scale (ISIS): Development and Preliminary Validation. Retrieved [http://www.yosiamram.net/docs/ISIS\\_APA\\_Paper\\_presentation\\_2008\\_08\\_17](http://www.yosiamram.net/docs/ISIS_APA_Paper_presentation_2008_08_17).

Allport, G.W.,(1950).The Individual and his Religion: A Psychological Interpretation. 1st Edn., Macmillan, New York, pp: 147.

Bano (2009). Spiritual orientation, spiritual transcendence and psychological well being among religious believers and non believers . Jamia Millia Islamia, New Delhi. Cited in University News.

Chatterjee, M. N. (2004). True religion lies in selfless service . The Times of India: the best of speaking tree. New Delhi: Times Group Books. Vol.1, 108.

Danesh, H. B. (1997). **The psychology of spirituality** . New Delhi: Sterling Publishers Pvt. Ltd.

Emmons, R. (1999). *The Psychology of Ultimate Concerns: Motivation and Spirituality in Personality*. Guildford Press, New York.

Emmons, R. (2000a). Is spirituality an intelligence? Motivation, cognition, and the psychology of ultimate concern. *International Journal for the Psychology of Religion*, 10, 3-26.

Emmons, R. (2000b). Spirituality and intelligence: Problems and prospects. *International Journal for the Psychology of Religion*, 10, 57-64

Jain, Madhu & Purohit, P. (2006) ***Spiritual Intelligence: A contemporary concern with regard to living status of the senior citizens*** , *Journal of the Indian Academy of Applied Psychology* , 32, 227 - 233.

Zohar, D. & Marshall, I. (2000). *SQ: Connecting with our Spiritual Intelligence*. Bloomsbury Publishing, New York