



## A Study of the Views of Teacher Educators about Education of Spirituality among B.Ed. Trainees

DR. ASHOK S. THAKKAR  
Assistant Professor,  
Revaba Sarvajanic Education College, Mehsana  
Gujarat (India)

### Abstract:

*When we think of sustainable society, we think in terms of a culture of peace, economic justice, respect for nature, welfare of all, acceptance of divine brother hood. The limitations of the formal education system make us find out a vehicle to reach to destination and the vehicle is none other than spirituality. Spiritual intelligence gives us our integrity. It is the intelligence of deep self. It is the intelligence which asks fundamental questions and with the help of which we reframe our answers. Spiritual intelligence enables a person to understand the deeper meaning in life, the ultimate purpose of our existence. These questions are important as they determine our behaviour and our interactions with society. The B.Ed. trainees are the teachers of tomorrow. Do they need to be taught about spirituality? The researcher tried to find out the views of the teacher educators about the importance of education of spirituality among B.Ed. trainees. A self-made interview schedule was used. The items of the interview schedule included the questions on the concept of spirituality, why is the education of spirituality necessary among B.Ed. trainees, how will it be beneficial to society, etc. 15 teacher educators from Mehsana City were selected as sample. They were consulted and their responses were noted down. Qualitative analysis of the responses of was carried out and findings were drawn out. Most of the teacher educators were of the view that spiritual intelligence helps a person to understand his/her position as a relative being in the universe. It gives true meaning to life. Teachers are the makers of nation. So, they must be spiritually intelligent. If we want to create value based society, the trainees must have sound knowledge of spirituality. The spiritual teachers will be able to carry out their task in a far better way. In today's materialistic world, spirituality gives peace of mind. To nourish values among students, it is inevitable that the B.Ed. trainees are taught some lessons of spirituality.*

---

**Keywords:** Education, Society, Spirituality, Teacher Educators

---

### 1. Introduction

The term "spirituality" is derived from the Latin spiritualities and the Biblical "roeach/pneuma". It means to be put in motion, to be a living person, and being driven. In a Biblical context it means being animated by God. In modern times "spirituality" has acquired a new meaning. It still denotes a process of transformation, but is often seen as separate from religious institutions, as "spiritual but not religious." Spirituality has come to mean the internal experience of the individual.

In modern era, number of survey finds remarkable level of spirituality amongst youth. They also find variation in results such as spiritual beliefs and religious practices. Spiritual beliefs and practices among youth are important to monitor. So, the researcher has tried to find out the views of teacher educators about the education of spirituality among B.Ed. trainees.

## 2. Review of Literature

In modern era, the problem with the youth spirituality is; that they do not find proper fit with religious belief and practices. So, the emergence of surveys on spirituality would come out. Several surveys over the last decade or so allow us to draw a more detailed picture of the international demographics of spirituality and religiosity among youth and young adults. Young adults from the dominant religion such as Islamic or Catholicism score relatively high on questions of spirituality and religiosity. But as countries develop economically, there is less emphasis on traditional religious values. The findings are also in tune with the research that spirituality does not go hand-in-hand with religiosity. Many young persons who consider them to be “spiritual” do not participate in traditional “religious” practices. The World Values Survey has found:

- Only a minority of 14-year-olds participate in religious organizations across the world.
- The highest participation rates are in the United States (42 percent) and Cyprus (47 percent).
- The lowest participation rates (less than 19 percent) are in Northern, Western, and Eastern Europe, especially the latter, except for Germany (20 percent) and Slovenia (30 percent).
- Intermediate participation rates (19-30 percent) are found in Southern Europe (except Cyprus), South America, and the Asia/Pacific region.

According to the two surveys above, the vast majority of young adults in Europe believe in God, but they do not regard God or religion as very important and are unlikely to participate in religious groups in adolescence. The Religion Monitor reports, levels of spirituality and religiosity that are higher than those found on average for European countries in the World Values or the Young Europeans surveys.

## 3. Definition of terms

### 3.1 Spirituality

Spirituality is a ‘core set of beliefs and experiences about our relationship to the universe and our place within it. It is common to all of us but personal to each and as such does not lend itself readily to scientific enquiry’.

### 3.2 Teacher Educators

The term ‘Teacher Educators’ refers to the lecturers of B.Ed. colleges of Mehsana city.

## 4. Objectives of the study

1. To construct interview-schedule to know the views about the education of spirituality among B.Ed. trainees.
2. To study the views of the teacher educators about the education of spirituality among B.Ed. trainees.

## 5. Questions of the study

1. What is the concept of spirituality among teacher educators?
2. What are the views of teacher educators regarding the education of spirituality among B.Ed. trainees?

## 6. Methodology of the study

The methodology of the study comprises of tool, sample, sources and research method. The survey method of descriptive type research has been employed for the present study.

## 7. Tool

For the present study the researcher used a self-made interview schedule. The researcher wanted to know the views of the teacher educators about the education of spirituality. Hence, he

prepared some questions on which the respondents could give free opinions. Five such questions were included in the interview schedule.

### **8. Sample of the study**

The convenient sampling technique has been employed for the present study. The Sample comprises of teacher educators of three B.Ed colleges of Mehsana city. In the sample, there are 10 male teacher educators and 05 female teacher educators.

### **9. Collection of Data**

The teacher educators of Mehsana city were consulted. They were informed about the study. They were requested to give their views. On the fixed day and time they were consulted again and interview schedule was arranged and their responses on the tool were obtained.

### **10. Technique of Analysis**

Qualitative analysis was carried out to find out the results.

### **11. Finding of the study**

The findings of the study are as follows.

Most of the teacher educators are of the view that Spiritual intelligence is social, investigative, artistic, realistic, contractor and conventional aspect of the personality which shows how balanced a person is and that spiritual intelligence is the ultimate intelligence of human beings and that this intelligence is used to solve the problems on values or you may call the person's ability to take value based decision. Some teacher educators referred to the concept of spirituality with reference to religion.

Most of the teacher educators were of the view that spiritual intelligence helps a person to understand his/her position as a relative being in the universe. It gives true meaning to life.

According to the teacher educators, teachers are the makers of nation. So, they must be spiritually intelligent. If we want to create value based society, the trainees must have sound knowledge of spirituality.

The teacher educators were of the view that teachers with sound knowledge and understanding of spirituality will be able to carry out their task in a far better way. In today's materialistic world, spirituality gives peace of mind.

Finally, the teacher educators were of the view that to nourish values among students, it is inevitable that the B.Ed. trainees are taught some lessons of spirituality.

### **12. Conclusion**

The study was carried out to find out the views of the teacher educators about the education of spirituality among B.Ed. trainees. The researcher hopes that the study will be useful to teacher educators as well as the policy makers of education to help in the creation of spiritual teachers.

### **References**

1. Waaijman, Kees (2000). *Spiritualiteit. Vormen, grondslagen, methoden*, Kampen/Gent: Kok/Carmelitana
2. Wong, Yuk-Lin Renita; Vinsky, Jana (2009). "Speaking from the Margins: A Critical Reflection on the 'Spiritual-but-not-Religious' Discourse in Social Work", *British Journal of Social Work* 39, pp.1343-1359
3. <http://www.ncvys.org.uk/UserFiles/How%20to%20help%20young%20people%20explore%20and%20develop%20their%20spirituality.pdf>
4. [www.childtrends.org/Files/Child\\_Trends-2010\\_09\\_27\\_RB\\_Spirituality.pdf](http://www.childtrends.org/Files/Child_Trends-2010_09_27_RB_Spirituality.pdf)