



A Study of Spiritual Intelligence of Primary Teachers of Kadi

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Abstract:

There is a lot of possibility of mental, social, emotional, physical development in today's Education. But it is also important that how it comes out from inner world of students. In the past several years, selection of the teacher in secondary school have continued to emphasize the achievement of outcomes which is dominated by cognitive learning, that is, the attainment of knowledge and particular skills. In addition, the neglect of the spiritual dimension in life, both in society and in education has resulted in a lack of appropriate language to speak of spiritual things. Rabindranath Tagore said that A lamp can never light another lamp unless it continuous to burn its own flame. A teacher should deal with his students with a deep sense of moral obligation and treat them with affection. For students a good teacher is nearer to God. The future of the country is not built by bricks but by brains, not by cement but by considering moral and spiritual dimensions of life.

Keywords: *Spiritual Intelligence, Primary school, Teacher*

1. Introduction

Culture of any country is reflected by the religion followed by the people who live in or by the Philosophy and Art of that country. Indian culture reflects itself by the spirituality. From long Indians believes in spiritual world more than physical world.

There is another world exists beyond this visual world. That world is more divine and peaceful. Spirituality completes our life. And life has its own way to go. But the way should be proper and intellectual which is the process of wisdom. As wisdom develops spirituality develops itself and so on our life develops. Our Indian Vedic culture gives us the way to live peaceful and joyful. It suggests spiritual development not physical development.

Human is the best creature in this world. So we don't need to make intelligent human only but we need insightful, self-aware human who knows his/her life's motive.

Education is the way to gain knowledge. So we can say that education is the base of knowledge. How can illiterate people read book related to religion?

If Education is valuable for us then think how valuable the Teacher or Guru is? Without ideal Guru we are not able to see the light of knowledge. If teacher think he can build the world, He can change the world. The Duty of Guru is to guide their students for better spiritual development. Facilitate their students. Help them when they need.

2. Objectives of Study

1. To Study the Spiritual Intelligence of primary teachers of Kadi in relation to Gender.
2. To Study the Spiritual Intelligence of primary teachers of Kadi in relation to education.

3. Hypotheses

Ho₁: There will be no significant difference between the mean score of male and female primary teachers in SIS.

Ho₂: There will be no significant difference between the mean score of PTC and Post B.Ed. primary teachers in SIS.

4. Methodology of the study

4.1 Sample

The sample was selected from ten primary schools of Kadi. Among these Schools 70 primary teachers were selected as sample.

Table 1: selection of sample

Variable		No. of sample	Total
Sex	Male	25	70
	City	45	
Education	PTC	35	
	B.Ed.	35	

4.2 Tool

Spiritual Intelligence scale designed for prospective teachers by Dr.S.R.Jadav was used.

4.3 Statistical calculation

To find out significant difference between two groups t-Value was calculated by using M.S-Excel. Mean, Median and Standard Deviation of each Group were calculated. Significance differences between the Means of two Groups were tested.

Table 2: Summary of data Analyses

Variables	N	Mean	S.D.	T value	Sig. level
Male	25	73.13	10.29	2.91	Significant at 0.05
Female	45	75.12	8.80		
PTC	35	42.88	5.73	1.28	NS
B.Ed.	35	42.38	5.39		

5. Findings

The findings of present study are as under,

1. There is significant mean difference shown between the male and female primary teachers. It indicates that sex affects on spiritual intelligence.
2. There is no significant mean difference shown between the PTC teachers and B.Ed. teachers. It indicates that education does not affect on reasoning ability.

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