



## **A Preparation and Standardization of Spiritual Intelligence Scale**

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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. Teacher education system plays a key role for building a society for now and for future. Something more will be expected from future teachers. They will be appreciated not only for their knowledge and purely technical skills but also for their spiritual personality. In present thesis investigator tried to make the spiritual intelligence Scale.

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**Keywords:** *Education, Emotion, Spiritual intelligence*

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### **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? Through Education we can make change in world. We can change the thoughts. Through Education only we can establish our Indian spiritual values again.

Education helps child to develop life. And Spirituality is also defined as same. Without spirituality life cannot develop properly. We need spiritual qualities like Kindness, Goodwill, Sympathy,

Justice, Broadness of Mind, Service, Insight, Positivity and Truthness etc to develop our life. It happens only by the Education.

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.

### **Statement of the Problem**

Mr. Agrawal defines the problem by The unsolved Problem of Education is so numerous and so varied that it is necessary to simplify a survey of them by using some rather arbitrary classification.

A PREPARATION AND STANDARDIZATION OF SPIRITUAL INTELLIGENCE SCALE.

### **Concept of Spiritual Intelligence**

#### **Spiritual Intelligence**

In order to understand both the development and application of spiritual intelligence it is useful to first be clear on what we mean when we use these two words.

#### **Being SPIRITUAL.....**

To be Spiritual is to think, act and interact from an awareness of self as spirit not form, soul not body. Most of us are taught to believe we are our physical forms, and so we identify with our body or the labels we give to our bodies such as nationality, race, gender, profession etc. This wrong sense of self is what creates all fear, anger and sadness in life. From a spiritual point of view these unnatural emotions are always the result of ego (misidentification), which then blocks access to your true spiritual nature which is powerful, loving and joyful.

#### **Having INTELLIGENCE....**

Intelligence is using what you know in the right way, at the right time, in the right place, with right intention.

Intelligence is way of Thinking.

#### **SPIRITUAL INTELLIGENCE....**

Spiritual Intelligence is the ability to act with wisdom and compassion while maintaining inner and outer peace (Equanimity) regardless of circumstances. If Cognitive Intelligence is about Thinking, And Emotional Intelligence is about feeling, Then Spiritual Intelligence is about being. Although Zohar & Marshall do not propose a core ability set, they do suggest the following indications of highly developed spiritual intelligence.....

- The capacity to be flexible
- A high degree of self-awareness
- A capacity to face and use suffering
- A capacity to face and transcend pain
- The quality of being inspired by vision and values
- A reluctance to cause unnecessary harm
- A tendency to see the connections between diverse things

### **Objectives of the Study**

The present study has following objectives...

Preparation and Standardization of Spiritual Intelligence Scale for prospective teachers studying B.Ed in different universities of Gujarat.

### Limitations of the Study

According to Best and Kahn (1992), "Limitations are those conditions beyond the control of the researcher, which effects on the conclusions of the study and their application to the other situations."

1. Sample was not randomly selected from the Population. But it was selected by stratification Method.
2. Present sample was limited to prospective teachers of Gujarati Medium only; in present study prospective teachers were the students of B. Ed. Course. Present Study was limited to B. Ed. Students of year 2010-11 studying in B. Ed. Colleges which are affiliated with five selected universities.

### Tool

Spiritual Intelligence of prospective teachers was prepared by investigator. Well known Likert Method was used for the construction of Spiritual Intelligence Scale.

### Steps for the construction of Spiritual Intelligence Scale

The Likert Method is the most widely used method in educational research and has been used for constructing the present scale. The method of constructing the scales was devised by Likert in 1932. According to this method following steps are be observed for constructing the scale.

1. Define Components of Spiritual Intelligence.
2. Collection of large number of statements depicting the Spiritual Intelligence.
3. Screening of the statements and scaling the statements on five point scale.
4. Preparation of the pre piloting form of the scale.
5. Evaluation of the statements by the Experts.
6. Selection of the statements for the inclusion in the pilot study.
7. Administration of the pilot form for the purpose of analyzing the statements.
8. Item Analyses: Calculation of t- value, reliability and validity.
9. Establishment of Norms.

### Define Components of Spiritual Intelligence Scale

After review about Spiritual Intelligence, Investigator decides five components for the SIS construction which measures Spiritual Intelligence. Five components were further divided in sub components which are listed below.

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|--|--|
| <b>C1: Component 1: Self Consciousness</b> | Intuition, Mindfulness                       |
| <b>C2: Component 2: Grace</b>              | Beauty, Discernment, Gratitude, Joy          |
| <b>C3: Component 3: Meaning of Life</b>    | Purpose of Life, Service                     |
| <b>C4: Component 4: Transcendence</b>      | Higher Self, Spatiality and Holism, Practice |
| <b>C5: Component 5: Truth</b>              | Equanimity, Inner wholeness, Trust           |

1. First component **Self Consciousness** helps to know the Mindfulness and intuition of the prospective teachers. Is a case use his/her intuition or not? In any critical condition case is able to show mindfulness or not? Does case know his/herself? Is case aware from his/her soul? How much aware he/she is? Etc. Points were in the center of this component.
2. Second component **Grace** was divided in to Beauty, Discernment, Gratitude and Joy. Does case feels the beauty of nature or life? Does case able to discriminate good or bad? Does case feel the divine power of God? Does case able to find Joy in every situation of life? etc. These are the main points of this component.
3. Third component **Meaning of Life** was further divided in to Purpose of Life and Service. Does case know his/her purpose? Does he/she help who need? Does he/she believe in service for all? etc. These are the main points of this component.

4. Forth component **Transcendence** was divided in to Higher Self, Spirituality and Holism and Practice. Does case has his/her own wisdom? Does case is aware from his/her soul? Does case do spiritual practice? Does case is emotionally aware for his/her behavior? etc. Points were in the center of this component.
5. Fifth component **Truth** was further divided in to Inner wholeness, Equanimity and Trust. Does case feel inner peace? Does case accept him/her? Does case behave positively in critical stages? etc. These are the main points of this component.

### **Construction of Statements**

Main purpose of the Study was to study Spiritual Intelligence of Prospective Teachers in relation to certain variables. So investigator prepared positive and negative statements which measure the spiritual intelligence. For preparing statements one can use three sources namely (1) Existing Scales (2) The description of the areas in philosophy, sociology and available documents (3) Discussion with experts. For the present study Investigator collected 120 statements related with constructs of Spiritual Intelligence Scale.

### **Preparation of Pre pilot form of the Scale**

For the constructing the statements, there were observed that the statements depicting the facts should not be included in the pre pilot. The wording of the statement should be simple, so that even the beginner can read and understand the statements. Therefore the complex statements were avoided as far as possible. Statement having two negative should not be selected for the inclusion in the scales. Ambiguous statements were also avoided still however there cannot set rules for preparation the statements. After the discussion with Guide statements were selected. Finally 89 statements were selected for the Pre piloting form.

### **Expert's Opinion**

In order to select the statement, all statements were judged by the group of experts who have deep understanding about the possible spread of the universe of content. After preparation the statements describing the Spiritual Intelligence were given to experts for their expert opinion. The instructions providing the guide lines for the experts were prepared with a view to helping them in judging the statement. They were requested to judge whether the statement describes the Spiritual Intelligence and its components selected. After this a request letter was drafted explaining the purpose of the present study and use. The later, instruction and statements were printed in a booklet form and given to experts for evaluation. Experts were requested to evaluate the scale keeping following points in view:

- Language and format of the statements are appropriate?
- Suggest positive and negative statement.
- Each statement is related to its component?
- Statement is able to measure component?

After the evaluation of the scale by experts, opinions of experts were analyzed with the IOCI method and statements were selected for piloting. After experts evaluation out of 89 statements 80 statements were selected for the pilot form of the scale. Number of statements of each component of the Spiritual Intelligence Scale is shown below in Table 1.

**Table 1**  
**Components of Spiritual Intelligence Scale and positive negative numbers of the statements**

No	Component	Sub Component	Positive Statements	Negative Statements	Total
1	Self Consciousness	Intuition	4	3	7
		Mindfulness	3	4	7
2	Grace	Beauty	3	3	6

		Discernment	2	3	5
		Gratitude	3	3	6
		Joy	4	3	7
3	Meaning of Life	Purpose of Life	3	3	6
		Service	3	3	6
4	Transcendence	Higher Self	4	4	8
		Spirituality & Holism	3	3	6
		Practice	3	3	6
5	Truth	Equanimity	1	1	2
		Inner wholeness	2	2	4
		Trust	2	2	4
Total			40	40	80

### Scaling the Statement

For the scaling of statement, five point agreement scales was used. No opportunity for a 'neutral' or 'can not say' choice was provided. The five opinions were Never, Occasionally, Sometimes, Generally and Always. For the scoring purpose, positive and negative statements were scored according to following scheme.

Option	Positive Statement	Negative Statement
Never	1 Mark	5 Mark
Occasionally	2 Mark	4 Mark
Sometimes	3 Mark	3 Mark
Generally	4 Mark	2 Mark
Always	5 Mark	1 Mark

Thus Minimum Score of the scale will be 80 and Maximum Score will be 400.

### Piloting of the Scale

After selecting the statements according to experts' opinion, statements were systematically arranged for piloting form of the scale. Number of positive and negative statement for each dimension of Spiritual Intelligence Scale is shown below in Table 2.

**Table 2**  
**Arrangement of statements in Spiritual Intelligence Scale**

No	Component	Positive Statement Nos.	Negative Statement Nos.	Total
1	Self Consciousness	1,2,3,4,8,9,10	5,6,7,11,12,13,14	14
2	Grace	15,16,17,21,22,26,27,28,32,33,34,35,	18,19,20,23,24,25,29,30,31,36,37,38	24
3	Meaning of Life	39,40,41,45,46,47	42,43,44,48,49,50	12
4	Transcendence	51,52,53,54,59,60,61, 65,66,67	55,56,57,58,62,63,64,68,69,70	20
5	Truth	71,73,74,77,78	72,75,76,79,80	10
Total		40	40	80

After preparing the pilot form of the scale, scale was administered to a sample of 200 prospective teachers of two colleges. Subjects were asked to response to each statement using 5 point scale of agreement and disagreement. After getting the response of the prospective teachers on Spiritual Intelligence Scale, scoring was done and scores of each component and Total score were collected. After scoring with the help of computer software standardization was done for the Spiritual Intelligence Scale.

**Item Analyses**

After collecting the scores on Spiritual Intelligence Scale of prospective teachers, item analyses was carried out using a statistical programme NRT-2000. F.V., D.V. and t- Value of each item were computed and presented below.

**Table 3**  
**F.V., D.V. and t- Value of each items**

Item No.	F.V.	D.V	Lower Group		Upper Group		t - value
			M	SD	M	SD	
1	0.70	0.30	2.40	0.68	5.00	0	26.69
2	0.68	0.34	2.50	0.77	5.00	0	27.44
3	0.69	0.31	2.54	0.68	5.00	0	24.94
4	0.73	0.43	2.52	0.68	5.00	0	25.12
5	0.73	0.37	2.19	0.70	4.77	0.42	21.76
6	0.62	0.38	1.00	0	4.23	0.66	33.82
7	0.69	0.34	1.23	0.42	5.00	0	61.51
8	0.72	0.39	2.13	0.49	5.00	0	40.71
9	0.71	0.30	2.19	0.67	4.81	0.39	23.30
10	0.72	0.31	1.65	0.70	5.00	0	33.23
11	0.70	0.34	2.06	0.76	4.83	0.38	22.75
12	0.69	0.35	1.44	0.5	5.00	0	49.23
13	0.71	0.44	1.98	0.86	4.56	0.50	17.34
14	0.71	0.40	1.06	0.24	3.88	0.67	27.23
15	0.69	0.36	1.04	0.20	5.00	0	135.80
16	0.80	0.39	2.42	0.74	5.00	0	24.22
17	0.68	0.39	2.77	0.86	5.00	0	18.03
18	0.71	0.34	1.50	0.51	5.00	0	48.00
19	0.65	0.34	2.15	0.68	4.81	0.39	23.40
20	0.64	0.32	1.71	0.62	4.71	0.46	27.01
21	0.69	0.33	2.08	0.61	5.00	0	32.96
22	0.71	0.43	2.54	0.58	5.00	0	29.27
23	0.70	0.31	1.88	0.67	5.00	0	32.20
24	0.67	0.31	1.69	0.69	5.00	0	33.31
25	0.68	0.36	1.83	0.69	4.71	0.46	23.92
26	0.72	0.38	2.19	0.67	4.81	0.39	23.30
27	0.71	0.42	2.92	0.92	5.00	0	15.71
28	0.70	0.33	3.33	0.86	5.00	0	13.45
29	0.74	0.32	1.73	0.84	5.00	0	26.85
30	0.71	0.39	1.81	0.79	5.00	0	27.96
31	0.65	0.34	1.90	0.83	5.00	0	25.87
32	0.68	0.48	2.04	0.8	4.98	0.14	25.10
33	0.76	0.39	2.10	0.72	5.00	0	27.08
34	0.75	0.48	2.35	0.79	5.00	0	23.34
35	0.72	0.34	2.15	0.68	5.00	0	28.92
36	0.68	0.35	2.50	0.68	5.00	0	25.32
37	0.71	0.30	2.92	0.71	5.00	0	20.34
38	0.69	0.36	1.56	0.50	4.67	0.48	31.10
39	0.66	0.32	1.90	0.78	5.00	0	27.63
40	0.69	0.38	3.33	1.04	5.00	0	11.12
41	0.73	0.46	2.23	0.72	5.00	0	26.60
42	0.69	0.49	1.00	0	3.90	0.83	24.13
43	0.65	0.35	1.94	0.76	5.00	0	28.09
44	0.69	0.32	1.00	0	4.44	0.58	41.06
45	0.66	0.36	2.44	0.71	5.00	0	24.94
46	0.70	0.34	2.13	0.87	5.00	0	23.00
47	0.74	0.45	2.83	0.86	5.00	0	17.48
48	0.71	0.36	1.75	0.53	5.00	0	42.81
49	0.68	0.25	1.04	0.20	5.00	0	135.80

50	0.65	0.42	1.00	0	4.33	0.56	41.34
51	0.72	0.38	2.10	0.88	5.00	0	22.77
52	0.70	0.38	2.35	0.67	5.00	0	27.44
53	0.70	0.36	1.48	0.50	4.77	0.42	34.57
54	0.71	0.44	2.06	0.78	5.00	0	25.99
55	0.72	0.34	1.27	0.45	4.71	0.46	37.07
56	0.66	0.32	2.29	0.74	5.00	0	25.27
57	0.72	0.33	1.88	0.76	5.00	0	28.43
58	0.73	0.42	1.92	0.74	5.00	0	28.91
59	0.74	0.40	2.31	0.69	5.00	0	27.02
60	0.75	0.40	2.44	0.65	5.00	0	27.34
61	0.71	0.35	1.85	0.50	4.50	0.51	25.66
62	0.65	0.44	1.85	0.74	5.00	0	29.32
63	0.69	0.39	1.79	0.65	5.00	0	34.15
64	0.71	0.36	2.21	0.74	5.00	0	26.05
65	0.72	0.32	1.75	0.60	5.00	0	37.44
66	0.78	0.44	2.15	0.71	5.00	0	27.68
67	0.70	0.34	1.35	0.48	4.63	0.49	32.95
68	0.70	0.36	1.29	0.46	4.73	0.45	37.07
69	0.67	0.39	1.38	0.49	4.79	0.41	37.07
70	0.67	0.38	1.63	0.61	4.67	0.48	27.34
71	0.66	0.35	2.40	0.68	5.00	0	26.69
72	0.74	0.44	1.29	0.46	4.57	0.50	33.04
73	0.68	0.39	1.46	0.50	4.58	0.50	30.56
74	0.69	0.31	2.02	0.76	5.00	0	27.24
75	0.67	0.41	1.50	0.51	4.63	0.49	30.78
76	0.69	0.30	1.94	0.86	5.00	0	24.65
77	0.72	0.46	2.46	0.77	5.00	0	22.85
78	0.71	0.34	1.77	0.75	5.00	0	29.81
79	0.73	0.40	1.60	0.49	4.67	0.48	30.91
80	0.76	0.32	1.52	0.50	5.00	0	47.95

### Reliability of the Scale

In the present study it was decided to establish the cronbach Alpha and Split Half reliability using NRT-2000 and results are shown below in the Table 1.4

**Table 4**  
**Reliability of the Scale**

No	Method for Reliability	Coefficient Value
1	Cronbach alpha	0.92
2	Split-half	0.93

It can be seen from above Table that value of reliability coefficient shows satisfactory level of the reliability of the scale.

### Validity of the Scale

Validity of Scale were established by using different methods which is shown as below in Table 5.

**Table 5**  
**Validity of the Scale**

No	Method for Validity	Validity
1	Cliff's Consistency 'C'	0.35

### Construct Validity

To establish construct validity of the scale, coefficient of correlation between a total score of each component and total score of the scale were computed and shown below in Table 1.6

**Table 6**  
**Construct Validity of the Scale**

Component	Correlation between score of component and total
Self Consciousness	0.67
Grace	0.88
Meaning of Life	0.72
Transcendence	0.86
Truth	0.72

### Establishment of Norms for the Scale

In the present study to compare two groups' data or to confirm position of prospective teachers, Norms were calculated in the form of PR and Stenine. After analyzing data investigator found significant difference between Rural and urban area, same in Gender.

### Percentile Rank (PR) and Stenine

Percentile Rank and Stenine for each raw score was computed.

### Five point Classification

By the score of prospective teacher what is his/her position? And at which level of Spiritual Intelligence he/she is? This can be decided with help of five point classification which is shown below in Table 7.

**Table 7**  
**Five point classification**

Class	Rural Area		Urban Area	
	Female	Male	Female	Male
MOST UPPER	361-348	377-342	376-353	360-345
UPPER	347-311	341-317	352-317	344-315
NORMAL	310-275	316-293	316-286	314-285
LOWER	274-243	292-235	285-253	284-252
MOST LOWER	242-218	234-221	252-216	251-230

### Conclusions

- In the Final Spiritual Intelligence Scale there was 80 items were selected.
- The Reliability value of the scale was 0.92 to 0.93.
- The Validity value of the scale was between 0.35 to 0.88.

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