



# A Study of Spiritual Intelligence of B. Ed. trainees

DR. MITESH D. DAVE

Associate Professor,

Akar Adhyapan Mandir (M.Ed. College)

Ognej, Gota, Ahmedabad

## 1. Introduction

Human beings are the unique product of their emotions and intelligence. In 21<sup>st</sup> century life style of all mankind is full of problems. In ancient time if one sees the Spiritual intelligence of the students towards their classmate was so much that, it sometimes became difficult to explain it. One was always ready to help one's classmates.

In contrast to animals' man is considered to be endowed with certain cognitive abilities which make one a rational being. One can reason, Spiritual intelligent, discriminate, understand, adjust and face a new situation. Definitely man is superior to animal in all such aspects of behavior. But human beings themselves are not all alike. Some may be bright; others are average and some others are dull. Since man is a product of one's heredity and environment, the answer lies with either of these factors or with both. Many attempts have been made to these questions from the very beginning of the knowledge. These are wide individual differences.

In one's day-to-day conversation one often comments that a particular child or individual is very Spiritually intelligent or is not. All such comment is based on one's observation of the performance or behavior of the individual concerned in comparison to others of the group. What makes an individual behave or perform well or not well in the group? Interest, attitude, the desire for knowledge, communicative skill and similar other attributes contributes towards one's performance or behavior. However, there is something else which is also responsible to a large degree. In Psychology this is termed intelligence; in ancient India our great rishes and seers named it Viveka.

Moreover B.Ed. trainees among the foremost factors contributing the intellectual improvement. Secondary stage of education coincides with adolescence period. It is the moral, social period which requires at most care of the healthy development of the child. It plays a significant role in the development of a well-balanced personality.

## 2. Statement of Problem

A Study of Spiritual Intelligence of B. Ed. trainees

## 3. Objectives of the Study

1. To study the level of Spiritual Intelligence of B. Ed. trainees.
2. To study the effect of gender on the Spiritual Intelligence of B. Ed. trainees.
3. To study the effect of types of colleges on the Spiritual Intelligence of B. Ed. trainees.
4. To study the effect of Area on the Spiritual Intelligence of B. Ed. trainees.
5. To study the effect of Achievement on the Spiritual Intelligence of B. Ed. trainees.

## 4. Variables of the Study

In the present study there are two types of variables. They are dependent and independent variables. Spiritual Intelligence is a dependent variable and the gender, types of colleges, Area, Achievement are considered as independent variables.

## 5. Hypotheses

Hypothesis of the present study are as follows:

- Ho1:** There will be no significant difference between mean scores of Spiritual Intelligence of boys and girls of B.Ed. of Ahmedabad.
- Ho2:** There will be no significant difference between mean scores of Spiritual Intelligence of B. Ed. trainees of granted and non granted colleges of Ahmedabad.
- Ho3:** There will be no significant difference between mean scores of Spiritual Intelligence of B. Ed. trainees belonging to East and West zones of Ahmedabad.
- Ho4:** There will be no significant difference between mean scores of Spiritual Intelligence and Achievement of B. Ed. trainees of Ahmedabad.

## 6. Importance of the Study

It is important to study the Spiritual intelligence of Higher secondary students as they are going to joint society through different fields and are going to help society directly or indirectly. After all they are the future of country. It also helps to check the effectiveness of the values of Spiritual intelligence. The study helps to satisfy the needs of education and to cover the different areas of education like Spiritual and intellectual, which is directly related to student's development.

## 7. Population

The population of the present study consists of all the boys and girls in the non-granted and granted B.Ed. Colleges of Ahmedabad.

## 8. Sample

In the present study the probability sampling technique is used to select 320 students as a sample subjects from the given population. Thus 100 B.Ed. trainees from the different colleges belonging to Ahmedabad city are selected by multi stage sampling technique.

## 9. Tools of the Research

For the present study, the researcher is applying the Spiritual Intelligence scale prepared by S. P. Sharma This tool being standardized on the B.Ed. trainees as a sample subject, therefore this test being most applicable and eventually test. The said test shall be applied on the B.Ed. trainees selected as a sample.

## 10. Method of the Research

The method of the present study is the descriptive Method of which survey method is used for this research.

## 11. Planning for Data Collection

As per the research design the 100 B.Ed. trainees of Ahmedabad city selected by the probability sampling are to be informed of the purpose of study, instructions and then Spiritual intelligence scale has given to students in the scheduled period and the test was conducted by the researcher on the sample to collect the data from the sample.

## 12. Data Analysis

Statistics is helpful for the analysis of the data. Mean, standard deviation and t- test were used to analyze the data.

### 12.1 Analysis and Interpretation of the Data

An analysis of the data is most skilled task of all stages of the discover inherent facts. A careful planning of the analytical frame work should be envisaged by the researcher. Therefore, the analysis is done to fulfill the following main functions to make raw data meaningful and to draw inference and to make some suggestions.

**Table 1: Classification of level of spiritual intelligence of B. Ed. trainees of Ahmedabad**

Sr.	Class interval	Spiritual intelligence level	No. of students
1	130 and above	Level A = High level	28
2	90 TO 129	Level B = Middle level	72
3	below 90	Level C = Lower level	0
<b>Total</b>			100

From the above table number 1, it is found that from 100 students, 28 students possess (level - A) high level Spiritual Intelligence as they are in class interval of 130 and above, 72 students possess (level - B) middle level Spiritual Intelligence as they are in class interval 90 to 129 and none of the students possess (level - C) lower-level Spiritual Intelligence, that is class interval below 90 of B. Ed. trainees of Ahmedabad.

### 13. Testing of Hypothesis

#### **Ho<sub>1</sub>:**

There will be no significant difference between mean scores of Spiritual Intelligence of boys and girls of B.Ed. trainees of Ahmedabad.

**Table 2: Analysis of spiritual intelligence of Boys and Girls of B. Ed. trainees**

Sr.	Gender	N	Mean	S.D.	t- value	Significance
1	Boys	60	124.162	9.326	2.08	Significant
2	Girls	40	126.5	10.745		

$$t_{cal} = 2.08 > t_{0.05} = 1.96$$

From the table no. 2, it is evident that the  $t_{cal} = 2.08$  which is more than  $t_{0.05} = 1.96$  at 0.05 level of significance. Thus, hypothesis is rejected at 0.05 level of significance. Hence the hypothesis ( $Ho_1$ ) that “there will be no significant difference between mean score of Spiritual Intelligence of boys and girls of B.Ed. college of Ahmedabad” will be rejected at 0.05 level of significance. It means that there is a difference between Spiritual intelligence of boys and girls of B.Ed. college of Ahmedabad. Further, the mean scores of girls bearing more than that of the boys. It suggests that the girls have more Spiritual intelligence than the boys of B.Ed. college of Ahmedabad.

#### **Ho<sub>2</sub>:**

There will be no significant difference between the mean scores of Spiritual Intelligence of B. Ed. trainees of granted and non-granted colleges of Ahmedabad.

**Table 3: Analysis of spiritual intelligence of Granted and Non-Granted colleges of B. Ed. trainees**

Sr.	Type of College	N	Mean	S.D.	t- value	Significance
1	<b>Granted</b>	52	123.78	10.75	2.78	Significant
2	<b>Non-Granted</b>	48	126.881	9.2		

$$t_{cal} = 2.78 > t_{0.01} = 2.58$$

From the table no. 3 it is evident that the  $t_{cal} = 2.78$  which is more than  $t_{0.01} = 2.58$  at 0.01 level of significance. Thus, hypothesis will be rejected at 0.01 level of significance. Hence the hypothesis ( $Ho_2$ ) that “there will be no significant difference between the mean score of Spiritual Intelligence of B. Ed. trainees of granted and non granted colleges of Ahmedabad” will be rejected at 0.01 level of significance. It means that there is a difference between Spiritual intelligence of B. Ed. trainees of granted and non granted colleges of Ahmedabad. Further, It means that the Spiritual intelligence of granted students is more than that of non granted college students of B.Ed. college of Ahmedabad.

#### **Ho<sub>3</sub>:**

There will be no significant difference between the mean scores of Spiritual Intelligence of B. Ed. trainees belonging to East and West zones of Ahmedabad.

**Table 4: Analysis of spiritual intelligence of east and west zones of B. Ed. trainees**

Sr.	Zone	N	Mean	S.D.	t- value	Significance
1	East Zone	50	125.25	10.53	0.141	Not Significant
2	West Zone	50	125.41	9.7		

$$t_{cal} = 0.141 < t_{0.05} = 1.96$$

From the table no. 4, it is evident that the  $t_{cal} = 0.141$  which is less than  $t_{0.05} = 1.96$  at 0.05 level significance. Thus, the hypothesis is not rejected at 0.05 level of significance. Hence the hypothesis ( $H_{03}$ ) "There will be no significant difference between the mean scores of Spiritual Intelligence of B. Ed. trainees belonging to east and west zone of Ahmedabad", is not rejected at 0.05 level of significance. It means that there is no difference between Spiritual intelligence of B. Ed. trainees belonging to East and West zone of Ahmedabad. Further, the mean scores of Spiritual intelligence of east zone students is more than that of the west zone students. It suggests that the East zone students have more Spiritual intelligence than the West zone B. Ed. trainees of Ahmedabad.

#### H<sub>04</sub>:

There will be no significant difference between the mean scores of Spiritual Intelligence and Achievement of B. Ed. trainees of Ahmedabad.

**Table 5: Analysis of Spiritual Intelligence and Achievement of B. Ed. trainees**

Sr.	Variable	N	Mean	S.D.	t- value	Significance
1	Achievement	50	59.084	8.64	89.16	Significant
2	Spiritual intelligence	50	125.33	10.11		

$$t_{cal} = 89.16 > t_{0.01} = 2.58$$

From the table no.5, it is evident that the  $t_{cal} = 89.16$  which is more than  $t_{0.01} = 2.58$  at 0.01 level significance. Thus, the hypothesis is rejected at 0.01 level of significance. Hence the hypothesis ( $H_{04}$ ) that "there will be no significant difference between the mean score of Spiritual Intelligence and achievement of B. Ed. trainees of Ahmedabad" is rejected at 0.01 level of significance. It means that there is a significant difference between Spiritual intelligence and achievement of B. Ed. trainees of Ahmedabad.

#### 14. Findings of the Study

The findings are as under.

1. There is a significant difference between the Spiritual intelligence of boys and girls of B. Ed. trainees of Ahmedabad. Further, the mean scores of the girls is more than that of the boys it suggest that the girls are more Spiritually intelligent than that of the boys of B. Ed. colleges of Ahmedabad.
2. There is a significant difference between the Spiritual intelligence of B. Ed. trainees of granted and non granted of Ahmedabad. Further, the mean scores Spiritual intelligence of students of non granted colleges are more than that of the students in granted colleges, which suggest that the students of non granted colleges are more Spiritually intelligent than that of the students of granted colleges of B.Ed. of Ahmedabad.
3. There is no significant difference between the Spiritual intelligence of east zone and west zone of B. Ed. trainees of Ahmedabad. Further, the mean scores of east zone is more than that of the west zone suggest that the east zones are more Spiritually intelligent than that of the west zones of B. Ed. trainees of Ahmedabad.
4. There is a significant difference between the Spiritual intelligence and achievements of B. Ed. trainees of Ahmedabad.

### 15. Suggestion of the Study

The researcher has made following suggestions:

1. Boys should be given more practice for making themselves Spiritually intelligent, they should try to participate in quiz, discussion, to organize tour, seminar, elocution competition about mythology etc
2. Special type of programme should be conducted for granted colleges for improving Spiritual intelligence.
3. Similar type of programme should be conducted for both east and west zone college for improving Spiritual intelligence.
4. The authority of the college has to possess necessary psychological tests for knowing the Spiritual intelligence of the students.

### References

1. Aggarwal, J.C. (2004). Theory and Principles of Education (12<sup>th</sup> Edition), New Delhi: Vikas Publishing House Pvt. Ltd.
2. Aggrawal, J.C., (1966). "Educational Research and Introduction," New Delhi: Anya Book Dep.
3. Bar-On, R. (2006). The Bar-On model of Spiritual-social intelligence (ESI) *Psicothema*, 18, supl.
4. Best John W., (1996). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
5. Bhatt, Dipti P. (2010). Educational Psychology, New Delhi: A.P.H. Publishing Corporation
6. Borg, Walter R. and others, (1983), Educational Research & Introduction, New York: Longman Green & Co.
7. Borg, Walter R. Education Research, Davik McKay Company, New York: Longman Green & Co.
8. Boyatzis, R. Goleman D, and Rhee.K. (2000). Clustering competence in Spiritual intelligence: insights from the Spiritual competence inventory (ECI) In R. Bar-on and J.D.A. Parker (eds): Handbook of Spiritual Intelligence San Francisco: Jossey - Bass
9. Brad berry, Travis and Greaves, Jean (2009), Spiritual Intelligence 2.0 San Francisco: Publishers Group West
10. Buch, M.B. (1978 – 83). The Survey of Research in Education, New Delhi: NCERT
11. Buch, M.B. (1983 – 88). Fourth Survey of Research in Education, New Delhi: NCERT
12. Buch, M.B. (1988 – 92). Fifth Survey of Educational Research, Vol. – II, New Delhi: NCERT
13. Chandra, Shivendra Soti and Sharma, Rajendra K. (2002), Research in Education, New Delhi: Anmol Pub. Pvt. Ltd.
14. Dandapani, S. (2007). A Text book of Advanced Educational Psychology, New Delhi: Anmol Pub. Pvt. Ltd.
15. Gardner, J. K.; Qualter, P. (2010). Concurrent and incremental validity of three trait Spiritual intelligence measures. *Australian Journal of Psychology*
16. George, G. Mouley, (1994, 1995). The Science of Educational Research, New Delhi: euersia publishing house.
17. Goleman, D. (1998). Working with Spiritual intelligence, New York: Bantam Books
18. Good, C.V. (1945). Dictionary of Education, McGraw Hill book Co.
19. Grrett, H.E. (1971). Statistics in Psychology (Third Edition) Agra: Vinod Pustak Mandir
20. Kothari, C.R. Research Methodology, New York: New Age International (P) Company
21. Koul, Lokesh (1997). Methodology of Education Research (Third Edition), New Delhi: Vikas Publishing House Pvt. Ltd.
22. Mangal, S.K. (2007). Essential of Educational Psychology, New Delhi: Prentice – Hall of India Private Limited
23. McMillan, J.H.Schumacher.S. (1989). Research in Education, New York: Harper Collins