



## A COMPARATIVE STUDY OF SPIRITUAL INTELLIGENCE BETWEEN GOVERNMENT AND AIDED COLLEGE PROSPECTIVE TEACHERS

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### ABSTRACT:

*Spiritual intelligence is an effective element in maintaining discipline in the classroom. It provides a sense of personal wholeness and directs individual to maintain flexibility in the teaching and learning process. If a teacher is spiritually intelligent he can manage the emotional and spiritual traits of the students to maintain the decorum of the classroom. Spirituality has a great impact in every walk of life.*

*Keeping in mind the importance of the spiritual intelligence in the present context a descriptive study was conducted using the Spiritual Intelligence Scale by Dhar and Dhar (2010) to measure the level of Spiritual Intelligence among the Prospective Teachers of Government and Aided College of Education. The sample size was 50 prospective teachers. Random sampling technique was used and the results were analysed using mean, SD and t-ratio. The dimensions i.e. Benevolence, Modesty, Conviction, Compassion, Magnanimity, and Optimism were assessed. The results revealed that there is no significant difference between Government and Aided College Prospective Teachers on Spiritual Intelligence and its dimensions.*

**KEYWORDS:** *Spiritual Intelligence, Organisational Commitment, Prospective teachers, Government and Aided.*

### INTRODUCTION

Spiritual intelligence is a higher dimension of intelligence that activates the qualities and capabilities of the authentic self (the soul) in the form of wisdom, compassion, integrity, joy, love, creativity, and peace. Spiritual intelligence results in a sense of deeper meaning and purpose, combined with improvements in a wide range of important life skills and work skills. Spiritual Intelligence has been equated with being open, compassionate, more unflappable and buoyant. Spirituality involves a sense of wholeness, connectedness at work and deeper values (Gibbons, 2000). Three different perspectives are introduced on how spiritual intelligence benefits employees and supports organisational performance based on the extant literature:

- 1) Spirituality enhances employee well-being, and quality of life
- 2) Spirituality provides employees a sense of purpose and meaning at work
- 3) Spirituality provides employees a sense of interconnectedness and community.

### SPIRITUAL INTELLIGENCE

Gibbons (2000) Spirituality involves a sense of wholeness, connectedness at work and deeper values.

Spiritual Intelligence provides a sense of personal wholeness, goal and direction. Educators with high levels of Spiritual Intelligence are able to mould teachers and students from all age groups to experience a wholesome life filled with self- respect and creativity (Dincer, 2009).

### REVIEW OF RELATED LITERATURE

Khorshidi (2012) investigated the relationship between spiritual intelligence and job satisfaction of employees in public universities of Tehran. Sample of 231 individuals was selected based on simple random sampling method. Findings of the research indicated that there was a positive and meaningful relationship between spiritual intelligence and job satisfaction of employees. It also represented that there was no meaningful differences between spiritual intelligence mean of employees considering gender differences. It was concluded that spiritual intelligence is one of the significant and affecting factors of increasing job satisfaction.

Khadivi (2012) investigated the relationship between spiritual intelligence and self- esteem with students` educational improvement. The design of the study was survey and the data was collected by standard questionnaires of spiritual intelligence and Eysenck's self-esteem questionnaire and a sample of 357 third grade high-school students of Tabriz were selected. The results of the study indicated that there was significant and direct relationship between spiritual intelligence and students` self- esteem. There was no significant relationship between spiritual intelligence and students` educational improvement. The results of the study showed that the spiritual intelligence of boys and girls was the same. Girls` self-esteem was found to be more than boys, but boys` educational improvement was found more than girls.

Cinkhai (2012) conducted a study entitled, Spiritual intelligence among administrators of selected Christian colleges in Yangon, Myanmar and Baptist colleges in the Island of Panay, Philippines. The study reported that administrator's involvement in religious activities and attendance in religious related training did not significantly vary according to gender, age, education, ethnicity, and length of service. The administrator's levels of spiritual presence did not vary according to their characteristics. The data further show that there was no significant relationship between administrator's attendance to religious related training and each of the specific areas of spiritual intelligence, such as self-awareness, universal awareness, self-mastery, spiritual presence, and their overall spiritual intelligence. No significant relationship was also found between their involvement in religious activities and their overall spiritual intelligence as well as each of the specific area of spiritual intelligence. The various areas of spiritual intelligence are significantly correlated with each other, and with their spiritual intelligence as a whole to their spiritual development and spiritual formation..

Saranya, and Sangeetha (2017) the study aimed to study of spiritual intelligence in relation achievement in science among secondary school students. A sample of 300 secondary school students was taken. Sampling was done through proportionate stratified technique giving dual representation to the various strata like sex, location, type of institute, medium of institute, religion, community etc. The findings reveal that the causes of spiritual intelligence among the secondary school students differ on the basis of Gender at different board; this may be due to the fact that the male and female students perceive spiritual intelligence merely as a subject and does not provide equal attention as to other subject.

### OBJECTIVES

1. To find out the level of difference in Spiritual Intelligence of Government and Aided College Prospective Teachers.
2. To find the level of various dimensions of Spiritual Intelligence of Government and Aided College Prospective Teachers.

### HYPOTHESES

1. There is no significant difference in the level of Spiritual Intelligence of Government and Aided College Prospective teachers.

2. There is no significant difference between Government and Aided College Prospective Teachers on various dimensions of Spiritual Intelligence:
- There is no significant difference between Government and Aided College Prospective Teachers on Benevolence.
  - There is no significant difference between Government and Aided College Prospective Teachers on Modesty.
  - There is no significant difference between Government and Aided College Prospective Teachers on Conviction.
  - There is no significant difference between Government and Aided College Prospective Teachers on Compassion.
  - There is no significant difference between Government and Aided College Prospective Teachers on Magnanimity.
  - There is no significant difference between Government and Aided College Prospective Teachers on Optimism.

## METHODOLOGY

### Sampling

A sample of 50 Government and Aided College Prospective Teachers was taken. Random sampling technique was used to collect the data from Government and Aided College Prospective Teachers of Bhiwani district. The data was collected from Government College of Education, Bhiwani and K. M. College of Education, Bhiwani district of Haryana state.

### Tool used.

The present study was descriptive and inferential in nature and Spiritual Intelligence scale by Dhar and Dhar (2010) was used.

## RESULTS AND DISCUSSION

**Table 1: Mean, SD and t-ratio of overall Spiritual Intelligence of Prospective Teachers**

Variable	Type of College	N	Mean	SD	t-value
Spiritual Intelligence	Government	25	220.68	18.096	1.22
	Aided	25	213.68	14.482	(NS)

Table 1 shows the mean values of Spiritual Intelligence of Government and Aided College prospective teachers are 220.68 and SD. 18.096 and 213.68 and 14.482 respectively. The calculated t-ratio is 1.22 which is not significant even at 0.05 level of significance because the calculated t-ratio is 1.22 which is lesser than 0.05 level which is 2.01 and at 0.01 level of significance which is 2.68. Therefore, hypothesis of equality is accepted.

**Table 2: Mean, SD and t-ratio of Benevolence dimension of Spiritual Intelligence**

Variable	Type of College	N	Mean	SD	t-value
Benevolence	Government	25	68.32	5.800	0.35
	Aided	25	66.60	5.909	(NS)

Table 2 depicts the mean difference between Government and Aided College Prospective Teachers on Benevolence dimension of Spiritual Intelligence. The t-value is 0.35 is not significant even at 0.05 level. It reveals that Government and Aided College Prospective Teachers do not differ on Benevolence dimension of Spiritual Intelligence. Therefore, hypothesis of equality is accepted.

**Table 3: Mean, SD and t-ratio of Modesty dimension of Spiritual Intelligence**

Variable	Type of College	N	Mean	SD	t-value
<b>Modesty</b>	Government	25	60.68	5.344	<b>0.90</b> <b>(NS)</b>
	Aided	25	57.88	4.236	

Table 3 depicts the mean difference between Government and Aided College Prospective Teachers on Modesty dimension of Spiritual Intelligence. The t-value is 0.90 is not significant even at 0.05 level. It reveals that Government and Aided College Prospective Teachers do not differ on Modesty dimension of Spiritual Intelligence. Therefore, hypothesis of equality is accepted.

**Table 4: Mean, SD and t-ratio of Conviction dimension of Spiritual Intelligence**

Variable	Type of College	N	Mean	SD	t-value
<b>Conviction</b>	Government	25	32.92	4.636	<b>0.08</b> <b>(NS)</b>
	Aided	25	32.68	3.591	

Table 4 depicts the mean difference between Government and Aided College Prospective Teachers on Conviction dimension of Spiritual Intelligence. The t-value is 0.08 is not significant even at 0.05 level. It reveals that Government and Aided College Prospective Teachers do not differ on Conviction dimension of Spiritual Intelligence. Therefore, hypothesis of equality is accepted.

**Table 5: Mean, SD and t-ratio of Compassion dimension of Spiritual Intelligence**

Variable	Type of College	N	Mean	SD	t-value
<b>Compassion</b>	Government	25	37.84	4.160	<b>0.91</b> <b>(NS)</b>
	Aided	25	35.20	4.123	

Table 5 depicts the mean difference between Government and Aided College Prospective Teachers on Compassion dimension of Spiritual Intelligence. The t-value is 0.91 is not significant even at 0.05 level. It reveals that Government and Aided College Prospective Teachers do not differ on Compassion dimension of Spiritual Intelligence. Therefore, hypothesis of equality is accepted.

**Table 6: Mean, SD and t-ratio of Magnanimity dimension of Spiritual Intelligence**

Variable	Type of College	N	Mean	SD	t-value
<b>Magnanimity</b>	Government	25	12.24	1.715	<b>0.27</b> <b>(NS)</b>
	Aided	25	12.92	4.564	

Table 6 depicts the mean difference between Government and Aided College Prospective Teachers on Magnanimity dimension of Spiritual Intelligence. The t-value is 0.27 is not significant even at 0.05 level. It reveals that Government and Aided College Prospective Teachers do not differ on Magnanimity dimension of Spiritual Intelligence. Therefore, hypothesis of equality is accepted.

**Table 7: Mean, SD and t-ratio of Optimism dimension of Spiritual Intelligence**

Variable	Type of College	N	Mean	SD	t-value
<b>Optimism</b>	Government	25	8.60	1.155	<b>0.14</b> <b>(NS)</b>
	Aided	25	8.40	0.764	

Table 7 depicts the mean difference between Government and Aided College Prospective Teachers on Optimism dimension of Spiritual Intelligence. The t-value is 0.14 is not significant even at

0.05 level. It reveals that Government and Aided College Prospective Teachers do not differ on Optimism dimension of Spiritual Intelligence. Therefore, hypothesis of equality is accepted.

### CONCLUSION

The findings of the present study revealed that there is no significant difference between Government and Aided College Prospective Teachers on their level of Spiritual Intelligence and its dimensions i.e. Benevolence, Modesty, Conviction, Compassion, Magnanimity and Optimism. The result concludes that there is no difference between Government and Aided College Prospective Teachers on Spiritual Intelligence and its dimensions.

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