



SPIRITUAL INTELLIGENCE: A VALUABLE PREDICTOR OF COMPETENCE OF RESEARCHERS

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ABSTRACT :

It is time to inaugurate a new era of *scientific education*" (Kropotkin 1996). Traditional PhD education lacks sufficient mentoring (Nerad and Cerny 1999), Consequently, PhD students receive only limited training in non-research-related areas to prepare them for careers in academia or elsewhere (Campbell et al. 2005). Many studies have been conducted in relation to intelligence and its consequent effect on job performance, satisfaction, stress and leadership.

Purpose of the current study is whether a doctoral student's development in the spiritual realm, affects his or her competence? In global world research infrastructure, research skills and job satisfaction are valued as necessary considerations in higher education system for achieving research excellence. Therefore the notion that spiritual intelligence can have an impact on research performance is highly feasible (S. Upadhyay2017)

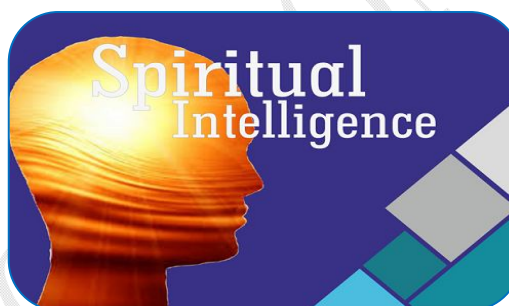
KEYWORDS : *scientific education , doctoral student's development , spritual Intelligence, competence of researchers.*

INTRODUCTION:

Research involves a great deal of learning and learning itself is an emotional process as one needs to be open minded and emotionally balanced for a true learning and real understanding.

In the recent past, there is a major shift in research from basic research to applied research, from empirical to action research. A good action research requires scientific attitude, intellectual concentration and spiritual training. Finding and listing of missing skills for creating employable and well rounded PhD students is a common approach. (Taylor and Beasley2005, Wisker 2001, Phillips and Pugh 2000, Cryer 1997). Pearson identified that there is a lack of integrating conceptual framework of research training.

Scientific attitude involves the application of logic and the avoidance of preconceived notions. As a nation, the India is failing to compete globally in research field. The major concern is that students are failing to reach individual potential, and second that they are failing in global academic competition. The search for valid solutions to remediate research failure has yielded non-traditional methods of internal motivation and resiliency with emotional and even spiritual implications. PhD education was initially designed for academic research and its purpose was to replenish the ranks of academic researchers. Since now the world of work has become more inter disciplinary, global and collaborative, PhD students must be professionally trained and ready to work outside the academia.



SPIRITUAL INTELLIGENCE

IQ and EQ have been accepted as having direct impact on the performance of an individual. IQ relates to the rational thinking and logical interpretation whereas EQ guides people to behave appropriately in different scenarios. SQ, on the other hand, allows one to be creative, to change the rules and to alter situations. SQ empowers a person with coping skills and helps him/her to resolve complicated issues of life. Such a person is able to contribute meaningfully and at the same time uses humility, compassion and vision to guide others. In the academic sector intellectual development takes a front seat. However, if some concentration is given to SI intellectual capacity may yield better results (Becerra et al., 2016). Spiritual Intelligence calls for multiple ways of knowing and the integration of the inner life of mind and spirit with the outer life of work in the world

Spiritual Intelligence, as distinct from both spirituality and religion, is a set of skills we develop over time, with practice. We are all born spiritual, but we are not born spiritually intelligent. Spiritual Intelligence takes work and practice. In the same way, a child may be born with musical talent, but unless she learns the skill of playing an instrument, and practices her art consistently she will not grow up to be a great musician. Much like any other area of human knowledge, the degrees of development of abilities and spiritual cognition /awareness /intuition /understanding differ remarkably amongst people.

White (2006) gave the definition of Spiritual Intelligence as a set of following cognitive characteristics: 1. SQ is a rational higher level of consciousness; 2. SQ is the capacity for affective intellectual development; 3. SQ implies that an individual has the unique ability to construct a vision that is infused with a notion of ultimate purpose; 4. SQ is the ability of intuitively seeing connections between existential ideas and varied life-World experiences; 5. SQ provides grounding for authentic self-efficacy coupled with an empathetic understanding of others; 6. SQ is a predisposition to see inherent connections that may not be tangible and to seek

Existential answers that support a rational theoretical orientation, and Precisely, these multiple dimensions make SQ inevitable factor in research competence.

SQ facilitates capacity for deeper understanding of life questions but also sets of skills and internal resources that facilitate problem solving and goal attainment. (Sisk, 2002; Wolman,2001)

Frankl(1985) stated that SQ enable to see a big picture and foster relation between our actions and goal attainment.

Emmons (1999, 2000a) suggested that spirituality can be viewed as a form of intelligence because it predicts functioning and offers capabilities that enable people to solve problems and attain valuable goals. **Spiritual intelligence** is the meaning-giving, contextualizing and transformative intelligence. Researchers have defined spiritual intelligence as some specific propensities, qualities and capacities of human perceptions, intuitions and cognitions. It provides an insight into the multiple levels of awareness. It has been found that high spiritual Intelligence leads to Increase transcendence of ego and cognitive complexity can handle conflicting viewpoints, paradox, chaos and ambiguity.

Competence

The work of research scholars constitutes a vital component of individual efforts and personal self. Research scholars have to work in a highly competitive, rapidly changing and complex world. It is no longer enough to be good researchers. They need to be team leaders, managers and marketing experts. Also, they need communication and presentation skills, and knowledge about leadership and human-resource development, as well as knowledge about administration procedures and finances. An awareness of cultural differences and human relations is another prerequisite. The question is how these competencies can be acquired, and where and when the competence development takes place. In this study researcher investigated that competencies need to be developed as a part of a structured doctoral training programme. When a researcher is aware of his/her research abilities, he/she feel more empowered. Higher competence is consistently predictive of confident and successful research behavior and higher productivity.

Competence is a multidimensional and dynamic concept. A very little research has been done to clarify the term 'competence' itself. The growing complexity in research implies stronger interdisciplinary

approaches. Competencies are probably most closely related to abilities. Competencies can be defined as the state or quality of being well qualified to perform a specific task. A person attains competency through education, training, experience, or natural abilities. *Competence* is skill-based can be trained and learned.

Scevak et al. (2007) used self-report instruments to investigate the Meta cognitive profile of a cohort of Australian doctoral students. Students generally displayed a positive Meta cognitive profile, with above average scores on measures of coping, efficacy, volition and knowledge and below average scores on procrastinatory behaviours measures.

A study of the relationship between measures of intelligence and characteristics of personality with transcendent belief systems indicated that these belief systems were associated with a higher proficiency in knowledge acquisition and exhibited abilities that enhanced performance such as processing speed, memory, critical judgment, persistence, and motivation– all of which are requirements for navigating novel situations (Lukey & Baruss, 2004).

The paper sees performance as a multidimensional concept (task and contextual) and dynamic concept (learning process and temporary changes). The objective of this review is to relate the determinants, dimensions and concepts of performance to the perspective of research. Research Performance is an important construct for evaluating and assessing the academic achievements in universities. Correlating it with spiritual intelligence will bring in a new perspective in the field of human performance.

CLUSTER OF COMPETENCIES FOR RESEARCH

Research field has undergone many changes in recent years. The competencies required to succeed, whether scientific knowledge, project management skills or personal characteristics, are sometimes seem paradoxical in many respects:

- To share and protect the result of research,
- To maintain level of expertise and become a good researcher
- To stay focused on research project and be constantly open to the rest of the world,
- To be determined to reach research objectives and ready at any time to abandon a research project if it is not “profitable”.

McClelland, 1973; and Rothwell, 2002 mentioned some higher competence like systems thinking, personal mastery or willingness to learn, mental modeling, shared visioning, team learning, self-knowledge, short and long-term memory, subject matter knowledge, enjoyment of learning and work, flexibility, persistence and confidence, sense of urgency, honesty, giving respect to other, and initiative.

Competencies are very much dependent on the nature of the structure in which the researcher works. The more developed an organization’s research support structures, the more are its expectations.

1. Scientific knowledge
2. Ability to learn and adapt
3. Ability to formulate a research issue
4. Capacity for analysis and grasp of sophisticated IT tools
5. Ability to work in an interdisciplinary environment
6. Ability to work in a team-
7. Communication skills
8. Language skills
9. Project management skill
10. .Personal aptitudes / interpersonal skills
11. Creativity
12. Critical Thinking

13. Motivation / Involvement

Spiritual Intelligence: a valuable predictor of research competence

So how does spiritual Intelligence facilitate competence for successful completion of research? Spiritual intelligence has gained increasing importance as an academic construct in the field of psychology. Spiritual intelligence (SI) that encourages problem solving and critical existential thinking has recently been used in recent research for improving research performance. SI is the key to predicting the desirable outcome of the research work, its application and career management. Several studies that involve SI have occurred, but there are none that address the idea of its influence on research competence of PhD students. Individual with high spiritual Intelligence is linked with increasing cognitive complexity. They can handle conflicting viewpoints, paradox, chaos and ambiguity. They have increased openness for feedback and change. Researchers will be able to navigate with difficult time and stay peaceful and productive in the entire journey.

Spiritual intelligence provides greater insight into augmenting instructional designs and practices by facilitating learner-centered contexts (Hyde, 2004; Neiman, 2000). This is important to develop and enhance research competence. Spiritual intelligence awareness has the potential to increase the success of researchers by providing important insight into their affective life-world that would enable them to enhance their skills. In addition, a number of the spiritual intelligence qualities and capabilities, like integrity, self-awareness, creative-reasoning, wisdom, self-awareness, and raising the question 'why' (Sisk & Torrance, 2001), can be claimed to suit a much wider range of daily issues and troubles. (Emmons, 2000) For instance, these may be applied to concept formulation and to solution of problems. The brain utilizes neurological organizations resulting in Cognitive processes that seek the answer to meaningful questions (Singer, 1999; Singer & Gray, 1995)

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CONCLUSION

An individual with spiritual intelligence shows mental well-being along with internal and external compassion and reconciliation in any situation (Kates, 2002 and Wigglesworth, 2006). To help their students faculties, supervisors, guides and mentors have to understand that including a spiritual component will aid in holistic development and ultimately motivate achievement. It is believed that a holistic mechanism leads to the incorporation of human spiritual intelligence for the best utilization of human resources thus human intelligence can be perceived as an essential key to success in life.

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