

Spiritual Intelligence and Teacher Training: An Analytical Study

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ABSTRACT

Intelligence is the determinant of welfare of a human being. In psychological context, spiritual intelligence is the ability to deal with meaning, value, purpose of life and solves problems in very effective and efficient manner. It also provides proper direction, morale and determination to life. Teachers are the ones who mould the lives of students. Teacher training is the most important phase that prospective teachers undergo before joining as full time teachers. Teaching practicum develops the prospective teachers in professional terms by modifying their behaviour, beliefs and thinking about teaching. In the present paper the authors attempt firstly, to explore the term spiritual intelligence and its dimensions, secondly, to examine the factors responsible for development of spiritual intelligence and thirdly, to discuss the relationship of spiritual intelligence with different variables related to prospective teachers. The study is purely qualitative in nature and entirely based on secondary data. Analytical method is followed throughout the paper to review related studies. The paper concludes that spiritual intelligence of prospective teachers are the outcome of apex level of growth and development in respect of mental, physical, social, preternatural, meaning attainment, professional and moral communication. The study also presents some suggestions that will help prospective teachers to solve practical problems and attain higher goals in life.

Keywords: *Spiritual Intelligence, Prospective Teachers, Teacher Training, Qualitative Analysis, Reviews.*

Spirituality was first given by Stevens in 1996 and after that elaborated by Emmons in 1999. Spirituality is an individual's ability to fulfil their capability in their profession in respect of meaning, value, and purpose of life beside a powerful perception of nationality and provide the sense for betterment of the community and society. The term spiritual has been made up of *spiritus* (Latin word) means "that gives life or vitality to a system" (Zohar 1997). The Spiritual and intelligence correlates each other to form a spiritual intelligence, which is the responsible to wellbeing of a person and for a developing problem-solving skill in life. The term spiritual intelligence was firstly propounded by Zohar in 1997. According to Zohar spiritual intelligence is the ability that fulfilling our life as a whole and provides the feeling of integrity, love, wisdom, value and compassion etc. It is the intelligence that makes us whole, that gives us our integrity. It does develop a capability to

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enquire fundamental question and reframe the answer according to the question and demand of the situation. Spiritual intelligence as “the ability to solve problems, understand the meaning, values and purpose of life in a systematic and scientific way, it is the intelligence through which individuals can locate their activities and lives in broader, wealthy and essence providing circumstances, with the help of this ability we can understand that which action and lives are more effective than others (Zohar & Marshall 2000).

SI helps teachers to carry out their functions as teachers. Teachers are established very high position in society (Emmons 2000). Spiritual Intelligence helps teachers solve global problems as it creates global awareness (Sisk, 2008).

UNESCO in 1996 said that “Education should contribute to every person’s complete development –mind and body, Intelligence, sensitivity, aesthetics appreciation and spirituality” several organizations are trying to make attempt to achieve favourable outcome by applying all its efficiency to increase life commitment, job satisfaction and motivation of people with the help of all domain of spirituality. (Mallik, Danish, & Ali, 2010).

Higher level of spiritual person has good health, favourable result and more fruitful lives at work (Tischler, Biberman, & Mckeage, 2002). Spirituality play a very important role in lives of students, professional life of the teachers and all educational and non-educational institutions.

Dimensions of Spiritual Intelligence

According to **Srivastav & Misra (2012)** dimension of SI are following:

1. Inner self 2. The inter self 3. Bio storia 4. Life perspectives 5. Spiritual actualization 6. Value orientation.

Amram (2007) defined SI “as the ability to apply and embody spiritual resources and qualities to enhance daily functioning and wellbeing.” and suggest seven important points of SI, which are following:

- a) **Consciousness:** deals with ability to recognition and self-concept;
- b) **Grace:** ability to maintain the love and trust in a controlled way;
- c) **Meaning:** Purposefully experiencing the daily life activities and proceed for act in pain and difficult time.
- d) **Transcendence:** Dealing with the situation beyond the normal or physical level in holistic way.
- e) **Truth:** experiencing the honesty, love and loyalty for all living organism.
- f) Harmonious contemplate to oneself; and
- g) **Self-concerned:** act very responsibly in any situation and select anything according to inner self.

Stephen Covey (2004), defined SI as, it is most important & basic of all type of the SI, because it helps to solve the daily life problems and provides the guidance to other person. Covey classified SI into 5 major components:

1. Ability to transform corporal world.
2. Capacity to attend high level of awareness.
3. Potential to perform daily life activities in holistic way.
4. Capacity to solve everyday problems with the help of spirituality.
5. Ability to behaving in a morally good way.

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Zohar (2000) Classified SI in different twelve principles:

1. **Cognizant:** Having the knowledge of self-concept, ethics, morale and self-motivation.
2. **Spontaneity:** Having tendency to react impulsively to moment.
3. **Being vision and value-led:** living according to their core beliefs and principles.
4. **Holism:** Acting in society to maintain inter and intrapersonal relationship.
5. **Compassion:** Ability to deal with sympathy loyalty.
6. **Celebration of diversity:** believing in individual differences and respect the all living organism.
7. **Field independence:** Avoiding the noise and crowd and having their own beliefs.
8. **Humility:** ability to think that any one is not superior or inferior to each other, every individual has a proper position and place in the globe.
9. **Propensity to create why, where, who, when type questions:** ability knows the things logically and scientifically.
10. **Ability to reframe:** ability to analyze the problematic situation then solve the problem in wider and meaning giving context.
11. **Learn from hardship:** Ability to learn from pain, suffering and mistakes.
12. **Pursuit:** Ability to use strength and potential to make the world better place with the help of service and help.

In the modern world spiritual intelligence is very important for all human being especially in the students and teachers too. Higher level of spiritual intelligence in teachers will provide the higher level of guidance to them; it is very helpful to do their professional work very efficiently and effectively. The important role of teacher is to promote creativity, rational thinking, scientific temperament and spiritual Intelligence of learners (Colalillo Kates, 2002).

Need and Significance of the Study

According to the need and expectation of the modern world education, education system and level of competition, prospective teachers need to be equipped with the updated knowledge, problem solving skill, analytical skill, interpersonal and intrapersonal skill, organisational and management skill, with the help of ability apply these skills according to demand of the situation (Joshi & Chugh, 2009). Content knowledge of the prospective teachers that they have learned during their training session is not more satisfactory; in fact, they are need to continuously modify themselves, in terms of content, pedagogical knowledge, problem solving and spiritual intelligence that are present in the school and out of school environment every day. There is an important requirement to modify the curriculum and co-curriculum activities that may fulfil the current needs and demands of the trainee teachers. The urge for the re-evaluation is reflected by the rising research pertaining to such issues carried out worldwide. For instance, research conducted by several researchers revealed that these teachers demanded for more training in moral and spiritual education to develop capacity to teach spiritual and moral education.

Few studies though are conducted on the spiritual Intelligence of prospective teachers but still the teaching profession in times of modernization require additional work so, there was a demand to research and fulfil the gap of SI of prospective teachers.

Delimitation of the Study

Major limitation of study is that, which is confined in only one aspect of the subject, spiritual intelligence and trainee teachers. This study is totally depends on the secondary

source of the data. Information available through the secondary data is some time in descriptive and historical in nature.

Objectives of the Study

- To explore the term spiritual intelligence and its dimensions.
- To examine the factors responsible for development of spiritual intelligence.
- To discuss the relationship of spiritual intelligence with different variables related to prospective teachers.

REVIEW OF LITERATURE

Regenspan (2004) made a study on “Exploring John Dewey as border-crosser between spiritual and political discourses: A social justice-focused teacher educator self-that argues for more attention to the metaphysical”. The findings of the study were Dewey's relevance is explained by a continual focus on structural inequality, the potential to use intelligence to address policy aimed at a "public good" and an awareness of the continually contingent and unpredictable character of human life in community. I believe that our students only understand what Dewey has to offer if we teacher educators focus on "consciousness" in both its political and spiritual conceptions. Finally, I want to appreciate that Dewey's writing and life work has doubled the resources available for our challenging work with our students in social justice-focused teacher education by identifying two different levels of potential student receptivity in his effective border crossing between political and spiritual discourses.

Dhutt & Tiwari (2013) conducted a study on “exploring spiritual intelligence, emotional intelligence and self-efficacy of student teacher”. The findings of the study showed that, there is no effect of educational qualification, prior teaching experience, marital status and gender on self-efficacy, EI and SI of B.Ed. student teachers.

Tiwari & Dhutt (2014) investigated on “Contribution value of spiritual intelligence, emotional intelligence and self-Efficacy in academic achievement of B.Ed. student teachers”. Multiple linear regression analysis showed that EI is strong predictor of academic achievement rather than self-efficacy and spiritual intelligence.

Dhutt (2015) investigated on “Investigation into spiritual intelligence of B.Ed. student-teachers”. Result of this research concluded that, there is high correlation found between all dimensions of spiritual intelligence and as well as high correlation with total spiritual quotient.

Deepa (2016) investigated on “spiritual intelligence of teachers and teacher's interns in relation to their socio-economic status”. This research aims to find out the relationship between SI of teachers, teacher interns and their socio-economic status. After analysis of data, result indicated that, no any relationship found between SI of teachers, teacher intern and their socio-economic status.

Srivastava (2017) studied “an outline of spiritual intelligence for practical and real-life perspective”. Result indicated that ‘Spiritual Intelligence’ as “it is an ability which helps to fulfil the potentialities of the individual's practical and real life perspective through thought and action philosophy which provides an understanding of his environment to solve the everyday problems constructively in order to gain the highest knowledge and wisdom for building his/her self-concept, self-control, self-esteem, self-determination, self-confidence,

and self-development, if the teachers enable to modify such kind of patterns of individual, - this is spiritual intelligence.”

Negi & khanna (2017) investigated on “An enquiry on the dimensions of spiritual intelligence”. Result indicated that Spiritual intelligence is one of the important and higher dimensions of the all type of intelligence that promotes and inculcate the character, ability and capacity of self (or the soul), in the form of love, loyalty, kindness, compassion, consciousness etc.

Davut Aydin (2018) conducted a study on “Relationship between the spiritual intelligence and self-Regulation skills of education faculty students”. Result showed that very low relationship found between student’s SI and self-regulation, and there is no any difference by the variables of gender and place of residence variables. Another result of this research concluded that, no any relationship found between SI characteristics, self-regulation skills and academic achievement.

Peerzadah et al. (2018) conducted a study on “Review and analysis of a new intelligence: The Spiritual Intelligence” this research paper try to explain and describe the concept of SI in very new way and critically examine the different dimensions and principles of SI given by different scholars. Researcher concluded with the critical analysis and explanation of the spiritual intelligence.

METHODOLOGY

The research methodology is a detailed description about how the research will be done smoothly. According to objectives of this study, qualitative research will be used by the investigator. Qualitative research is helpful to get relevant and accurate data regarding the present situation and to develop authentic result from the reality located. This study is totally depending on secondary source of the data and is mainly indebted from various sources such as journals, books, articles etc.

Analysis and Interpretation

Spiritual intelligence has been defined well from the ancient time to modern time and their meaning, concept and principles dealt with very deep intuition and clarity. SI is defined as a series of cognitive ability which come up with the recognition, co-operation, flexible use of the immaterial and intuitive appearance of one’s experience, leading to such result as wide empirical deliberation, up gradation of meaning, identification of supernatural self, and mastery of spirituality.

Zohar and Marshall (2000) defined SI in terms of intelligence with which an individual face the problematic situation and solve problems of metaphysical world, the ability with which an individual can perform their behaviour in a suitable direction and modify their aims and objectives in a deeper, wider, and valuing context, this type of intelligence develop the ability to recognize one suitable type of action or aim of life direction is more purposeful than many type of action or performance.

Keeping in view with other research paper Srivastava (2016) defined ‘SI as “it is intelligence which helps to fulfil the potentialities of the individuals’ abilities through the three disciplines of action, knowledge and devotion which establishes the identity of the individual soul with Supreme soul to lead to supreme bliss in order to gain the highest

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knowledge and wisdom, if the teachers enable to modify such kind of discipline patterns of individuals, - this is spiritual intelligence.”

As well, there is a big issue in accordance with the lack of spiritual intelligence in our Indian people today, due to this major problem every Indian school, college, institution and universities face the problem of value, ethics, devotion and wisdom of knowledge and because of this major issue of spiritual intelligence our whole education system is moving aimlessly without any proper objectives. Keeping in mind the above points it may be necessary that our teachers, educationist, educational supervisors, educational administrators, curriculum constructor and educational planner should construct, develop and transact the Indian curriculum in such a way that may fulfil the present set up, aims and objective of education, methods of teaching and technique by critical evaluation of demand of spiritual intelligence in human being, in order to strengthen growth and development of spirituality in all human beings. Spiritual intelligence is a fundamental intelligence that may develop the capacities to solve the all-daily life problems in a sufficient and efficient manner.

Moreover, India requires more research and development in the area of spiritual intelligence. This may be possible only through strengthening the curriculum of students, trainee teachers and other professional courses particularly in the area of teacher education.

Factors Responsible for Development of Spiritual Intelligence

i. Critical Existential Thinking (CET)

The ability to critically analyze, explain, define, and conclude the metaphysical issues (e.g., reality, life, death, universe, existence): and derived the factual result, also the ability to examine non-factual problems in relation to one's existence.

ii. Personal Meaning Production (PMP)

It deals with capability to obtain distinctive aims and objectives from all cognitive, psychomotor and affective domains experiences, as well as the ability to generate and master (i.e., live according to) a life purpose.

iii. Transcendental Awareness (TA)

The ability to explore self with the help of certain spiritual and mental training (i.e., transpersonal), and also explore the physical world (e.g., holism, non-materialism) with the help of conscious level of mind, followed by the ability to distinguish their interaction to the man and to the metaphysics.

iv. Conscious State Expansion (CSE)

The capability to go in and way out in advanced pious juncture of awareness (e.g., spiritual perception, celestial perception, harmony, and oneness) at one's own concern.

DISCUSSION

Spirituality is an old generation in human life; this notion is being changed with a lot of persuasion and confidence. "Aano bhadraha Kratavo yantu vis wataha," says the Rig-Veda, "let good thoughts come to us from all sides." Internal values such as honesty, creativity, reactivity, kindness, dependability, confidence, and courage are linked to factors such as common motive, high ethical level, undertaking, tranquillity, belief, esteem, comprehension, valuing, and supervision (kulshreshtha et. al. 2017). All of these qualities develop team spirit and improve performance, which in turn fosters prospective teachers' self-esteem and leads to successful teaching.

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Genuine spirituality, according to Sogyal Rinpoche (1992) in his Tibetan book *Living and Dying*, is to understand that individuals are interconnected with everything and that even the smallest, least significant thought, word, and deed has real implications throughout the universe. As such, prospective teachers must be aware of their deeper nature as community and country builders, and their conscious development compels them to respect their deeper nature in taking next steps. The future must provide new values as well as new insights into the past.

One of the most crucial components of life for prospective teachers is proper spiritual growth. A trainee teacher's spiritual development does not happen on his own; it begins when he is a child. Spirituality is a better inclination to deal with the educational and professional issues of life if a person has a static personality. SI deals with the abilities that are obtained from cognitive and rational resources in line with the evolution of an emotional intelligence construct. SI is thus a key self-aspect that enables one to maintain inner and outer calm while also demonstrating love and empathy in every situation, whether it is an issue or an extreme conflict. For appropriate behaviour and concentration, Prospective teacher should follow their spiritual wisdom and keep mental training in the form of meditation and yoga.

CONCLUSION

From the review of national and international literature, the researcher came to the conclusion that SI can be enhanced and developed with more training. Teachers' training programmes are a crucial era for the development of spiritual intelligence, and appreciation or recognition as a subscale in SQ has the potential to improve spiritual intelligence; most people have had some type of training to build recognition. Spirituality, based on the concept of intelligence, extends the psychologist's conception of mind and directly addresses cognitive and reasoning processes such as problem-solving behaviour and life achievement. The SI enables prospective teachers to consider their life's aspirations, goals, and meaning, and to move forward in pursuit of those goals that are personally and socially beneficial in his/her activities in wider and richer context.

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Conflict of Interest

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