

PREDICTORS OF THE SPIRITUAL INTELLIGENCE OF TEACHER TRAINEES

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ABSTRACT

The present study was undertaken to find out the predictors of Spiritual Intelligence of Teacher Trainees on the basis of Life Skills and brain hemispheric dominance of teacher trainees. The sample comprised of 825 teacher trainees studying in education colleges affiliated to Punjabi University Patiala. Data were collected by using brain hemispheric dominance scale (1986) developed by McCarthy; Life Skills Scale (2010) developed by Prawit Erawan. The result revealed that life skills and brain hemispheric dominance were the significant predictors of the spiritual intelligence of teacher trainees.

Keywords: Core Life Skills, Brain Hemispheric Dominance, Teachers.

INTRODUCTION

Teacher play a pivotal role in educational administration, therefore a teacher must be philosophically, sociologically and psychologically sound so that these qualities are imbibed by students. Jensen (1948) described the following qualities of teacher in his "teacher characteristics" study. Life skills education emerged from a growing concern about certain health problems with particular impact on young people, including HIV/ AIDS, sexual behaviour, drugs, peer influence, and youth suicide. The emphasis of this approach is on basic personal and social skills, attitudes, and knowledge helpful in making positive decisions and lifestyle choices. Youth development is a process of mental, physical, social and emotional growth during which young people prepare to live a productive and satisfying life within the customs and regulations of their society. It is a very important period in one's life which if properly nurtured will determine a bright future ahead. Therefore it is the responsibility of teachers, parents, counselors, educators etc. to help bring in effective changes if necessary in the individual through systematic training and guidance so that the individual becomes a well-rounded personality and also successful in life. Here life skills play an important role in molding the individual. The challenges children and young people regularly face are many and require more than even the best numeric and literacy skills. That is why the 164 nations committed to education for all have included life skills as a basic learning need for all young people. Social qualities including face to face relationships with students and associates. Among these the effectiveness of the

teacher which includes his knowledge of content matter, methodology of teaching and personal attributes such as intelligence, emotional, social intelligence, creativity, mental health, adjustment and values etc. are of great importance for the success of educational system.

The student-teachers, therefore, are supposed to be refined through various experiences as they are expected to mould future generations academically, emotionally, and spiritually. Kapani (2000) clearly states that there is a need for value oriented teacher education. Teachers are always under tensions and emotional pressures such as accountability, stress, political pressures, superior loads, classroom management problems, the pressure to implement new theoretical models in classrooms which they do not fully comprehend, parental pressures, weeping and screaming students, and other over whelming tensions both real and imagined. A teacher can keep away from these tensions by raising her/his EI and emotional competence powers. Teachers are also expected to help the community in shaping the future generation students. Students undergoing professional teacher education programme – i.e., student-teachers should be moulded well, not only with respect to their cognitive and psychomotor dimensions, but also with respect to their affective dimension so that they will be able to take care of their students' emotional and spiritual developments. The future generations are the cornerstones for the further development of a nation. In the construction of a building, if the foundation is not taken care of, the whole building is likely to be ruined in the (near) future / any time. Likewise, if the students are not properly taken care of, the development of a nation may not take place systematically. So they have to be moulded in the arms of 'right' type of teachers. Moody, highly explosive, uncaring, short tempered and pessimistic teachers are often avoided or feared. The way teachers express their emotions and respond to others' emotions matters. Teachers who recognize that emotional health and growth are essential to learning will deal carefully with children's outburst or unacceptable behaviour. They will be aware that their modeling will influence the students' reaction to others. Along with the academic enrichment, the students need some input or guidance for self development and also for becoming a complete human being. Emotional and spiritual developments are vital for the full-fledged development of a student; but these are not considered in the present system of education, with due emphasis. If we can analytically study the prevailing conditions in our society, it would not take long to find that the root cause of the numerous problems that exist in our families and society is dearth of these intelligences. Spiritual intelligence is an innate ability of the human brain and psyche; it is a facility developed over millions of years which allows the brain to find and use meaning in the solution of problems. We use spiritual intelligence to deal with existential problems and to get guided – to live life at a deeper level of

meaning – to have an understanding of who we are and what things mean to us and our place in this world. Life skills education emerged from a growing concern about certain health problems with particular impact on young people, including HIV/ AIDS, sexual behaviour, drugs, peer influence, and youth suicide. The emphasis of this approach is on basic personal and social skills, attitudes, and knowledge helpful in making positive decisions and lifestyle choices. Youth development is a process of mental, physical, social and emotional growth during which young people prepare to live a productive and satisfying life within the customs and regulations of their society. It is a very important period in one's life which if properly nurtured will determine a bright future ahead. Therefore it is the responsibility of teachers, parents, counselors, educators etc. to help bring in effective changes if necessary in the individual through systematic training and guidance so that the individual becomes a well-rounded personality and also successful in life. Here life skills play an important role in molding the individual. The challenges children and young people regularly face are many and require more than even the best numeric and literacy skills. That is why the 164 nations committed to education for all have included life skills as a basic learning need for all young people.

METHOD

Descriptive survey method was used in the present study.

SAMPLE AND DESIGN OF THE STUDY

Population for present study is teacher trainees studying in all colleges of education affiliated to Punjabi University Patiala. There are total 84 colleges of education affiliated to Punjabi University Patiala. Approximately 14,000 teacher trainees are studying in these colleges, out of these colleges 25 colleges will be selected through stratified random sampling technique. 500 teacher trainees in these colleges were selected through cluster sampling technique.

TOOLS

The following research tools have been used in the present investigation.

- Brain Hemispheric Dominance Scale developed by McCarthy (1986).
- Life Skills Scale developed by Prawit Erawan (2010).

ANALYSIS AND INTERPRETATION OF DATA

In order to find out the contribution of life skills and brain hemispheric dominance to spiritual intelligence among teacher trainees the step wise multiple regression analysis was computed.

Table 1
Summary of Regression Model for Predicting Spiritual Intelligence of Teacher Trainees

| | R | R Square | Adjusted R Square | Standard Error of the Estimate | Variance |
|---|------|----------|-------------------|--------------------------------|----------|
| 1 | .247 | .061 | .049 | 39.825 | 6.10% |

Table 1 displays R, R squared, adjusted R squared, and the standard error. R is the correlation between the observed and predicted values of the dependent variable. The R value of multiple correlations is .247 which is less than the desired value applying for regression model. It indicates that the regression model for predicting spiritual intelligence may less strong. Besides R-squared (as presented above in table 1), we can use ANOVA in table 2 to check how well the model fits the data.

Table 2
Summary of ANOVA for Regression

| Model | | Sum of Squares | Df | Mean Square | F-value | Sig. |
|-------|------------|----------------|-----|-------------|---------|------|
| 1 | Regression | 83,670.453 | 10 | 8,367.045 | 5.275 | .000 |
| | Residual | 1,291,032.209 | 814 | 1,586.035 | | |
| | Total | 1,374,702.662 | 824 | | | |

The F-value (table 2) of regression model is 5.275 which is significant at .01 level. It means that model is fit to predict the variables.

Table 3
Summary of Regression Coefficients for Spiritual Intelligence

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | |
|-------|-----------------------------|----------------|---------------------------|-------|--------|--------|
| | B | Standard Error | Beta | | | |
| 1 | (Constant) | 429.682 | 15.051 | | 28.549 | .01 |
| | Critical Thinking | -.228 | .418 | -.024 | -.546 | .585 |
| | Creative Thinking | .595 | .352 | .090 | 2.692 | .001** |
| | Self-awareness | -.530 | .268 | -.087 | -2.974 | .023* |

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|------------------------------------|-------|------|-------|--------|-------|
| Empathy | .441 | .258 | .090 | 2.708 | .048* |
| Self-esteem | .023 | .313 | .004 | .074 | .941 |
| Social-responsibility | -.152 | .317 | -.029 | -.478 | .633 |
| Interpersonal | -.269 | .245 | -.053 | -1.099 | .272 |
| Decision-making | 1.225 | .286 | .231 | 4.290 | .01** |
| Coping-stress | -.671 | .294 | -.115 | -2.283 | .023* |
| Brain Hemispheric Dominance | -.836 | .296 | -.100 | -2.824 | .05* |

*p<0.05; **p<0.01

Table 3 reveals that the 't' value for life skill (critical thinking) is -.546 which is not significant at .05 level. In the light of this the null hypothesis that critical thinking is not the significant predictor of spiritual intelligence of teacher trainees is not rejected. It means that critical thinking is not the significant predictor of spiritual intelligence of teacher trainees.

Table 3 reveals that the 't' value for life skill (creative thinking) is 2.692 which is significant at .01 level. In the light of this the null hypothesis that creative thinking is not the significant predictor of spiritual intelligence of teacher trainees is rejected. It means that creative thinking is the significant predictor of spiritual intelligence of teacher trainees.

Table 3 reveals that the 't' value for life skill (self-awareness) is -2.974 which is significant at .05 level. In the light of this the null hypothesis that self-awareness is not the significant predictor of spiritual intelligence of teacher trainees is rejected. It means that self-awareness is the significant predictor of spiritual intelligence of teacher trainees.

Table 3 reveals that the 't' value for life skill (empathy) is 2.708 which is significant at .05 level. In the light of this the null hypothesis that empathy is the significant predictor of spiritual intelligence of teacher trainees is rejected. It means that empathy is the significant predictor of spiritual intelligence of teacher trainees.

Table 3 reveals that the 't' value for life skill (self-esteem) is .074 which is not significant at .05 level. In the light of this the null hypothesis that Self- Esteem is not the significant predictor of spiritual intelligence of teacher trainees is not rejected. It means that Self- Esteem is not the significant predictor of spiritual intelligence of teacher trainees.

Table 3 reveals that the 't' value for life skill (social-responsibility) is -.478 which is not significant at .05 level. In the light of this the null hypothesis that social-responsibility is not the significant predictor of spiritual intelligence is not rejected. It means that social-responsibility is not the significant predictor of spiritual intelligence of teacher trainees.

Table 3 reveals that the 't' value for life skill (interpersonal) is -1.099 which is not significant at .05 level. In the light of this the null hypothesis that interpersonal is not the significant predictor of spiritual intelligence is not rejected. It means that self-awareness is not the significant predictor of spiritual intelligence of teacher trainees.

Table 3 reveals that the 't' value for life skill (decision-making) is 4.290 which is significant at .05 level. In the light of this the null hypothesis that decision-making is not the significant predictor of spiritual intelligence is rejected. It means that decision-making is the significant predictor of spiritual intelligence of teacher trainees.

Table 3 reveals that the 't' value for life skill (coping-stress) is -2.283 which is significant at .05 level. In the light of this the null hypothesis that coping-stress is not the significant predictor of spiritual intelligence is rejected. It means that coping-stress is the significant predictor of spiritual intelligence of teacher trainees.

Table 3 reveals that the 't' value for brain hemispheric dominance is -2.824 which is significant at .05 level. In the light of this the null hypothesis that brain hemispheric dominance is not the significant predictor of spiritual intelligence is rejected. It means that brain hemispheric dominance is the significant predictor of spiritual intelligence of teacher trainees.

FINDINGS

- Life skills (creative thinking, self-awareness, empathy, decision-making and coping-stress) are the significant predictors of spiritual intelligence of teacher trainees.
- Brain hemispheric dominance is the significant predictor of spiritual intelligence of teacher trainees.

DISCUSSION

Life skills (Creative Thinking, Self-Awareness, Empathy, Decision-Making and Coping-Stress) and the Brain Hemispheric Dominance were the significant predictor of Spiritual Intelligence of Teacher Trainees. The above result of the present study was indirectly supported by the findings of previous researchers such as Mogahadam (2011); Sharma (2013); Ghraibeh (2013); Leaila (2013); Bahram (2013); Punia and Yadav (2013); Zadeh (2014); Akbar et al (2014); Azimeh (2014); Moztaba et al. (2015); Niaz and Soheila (2015); Ahmad M. Mhasneh (2015) and Khan et al. (2016). Cozolino (2002) found that spiritual experiences are gained by intensifying awareness and alertness of the brain. Lutz et al. (2001) revealed that human brain has evolved with structures to enable the individual to draw upon spiritual experience in the way indicate that the notion of spiritual intelligence is plausible. Lutz et al. (2004) found particular brain area activation during loving-kindness and compassion meditation among such trained meditators. Gallese (2003) discovered the neuron system in the brain that have provided biological basis for the capacity for empathy, a component of spiritual intelligence. Kirk and Martin (1999) found a link between spiritual intelligence abilities and qualities such as self-transcendence, holistic thinking, intuition, empathy, compassion, loving-kindness, mindfulness and their biological basis, including association with specialized processing subsystems in the brain and genetic evolutionary plausibility. Davidson et al. (2003) showed that mindfulness, compassion and loving, kindness, and empathy have been shown to be associated with specialized regions in the brain. Fava (1998) found that life skills are very effective in promotion of quality of life and spirituality. Goodarzi (2015); Reiesi (2015) and Karimi (2016), found the positive correlation between Life Skills and Spiritual development and mental health. Rudd (2007) studied that critical thinking is related with spiritual intelligence. Phan (2010) revealed that one who enjoys the critical thinking style in life, keeps in mind a group of intellectual standards at the time of thinking and based on such standards solves problems and reaches conclusions and ultimately he/she reaches a spiritual awareness. Hofmann (2009) found that the spiritual practices that increase the awareness and self-controlling of a person. Pourfarokh (2014) showed that there is a significant relationship between the spiritual intelligence and self-esteem.

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