TOJNED
THE ONLINE JOURNAL OF NEW HORIZONS IN EDUCATION

ISSN: 2146-7374

# The Online Journal of New Horizons in Education

*Volume 6 Issue 1*
*January 2016*

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www.tojned.net
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# Message from the Editor-in-Chief

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TOJNED is confident that readers will learn and get different aspects on education. Any views expressed in this publication are the views of the authors and are not the views of the Editor and TOJNED.

TOJNED thanks and appreciate all reviwers who have acted as reviewers for one or more submissions of this issue for their valuable contributions.

TOJNED, TASET, Governor State University, Vienna University of Technology & Sakarya University will organize the INTE-2016 (www.int-e.net) between July 13-15, 2016 in Vienna, Austria.

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**January 01, 2016**
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# A STUDY OF EFFECTIVENESS OF SPIRITUAL INTELLIGENCE ENHANCEMENT PROGRAMME FOR TRAINEE TEACHERS

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**ABSTRACT**
Danah Zohar Coined the term "Spiritual intelligence" and introduced the idea in 1997 in her book '***Rewiring the Corporate Brain'***. Spiritual Intelligence constitutes about 16 fields, namely virtuous, vision and insight, commitment, Divinity, Compassion, Flexibility, Gratitude, Being Holistic Intuition, Self-awareness, Inquisitive, Resilient, Mission and Servant leader, Value, Field independent, Inner Peace and Contentment. By the practice of spiritual exercise aimed at the production of a new type of human being which is fearless, greedless and heatless. Therefore the investigator felt to improve SQ of Trainee Teachers. This paper reveals status of S.Q. of Trainee Teachers & Spiritual intelligence enhancement programme. For this study researcher used Experimental method & adopt single group design. A sample of 100 Trainee Teachers was selected & one year programme was implemented on them. Pre & post values of S.Q.was calculated by using Standardized Scale. Following are the objectives of the study

To measure the present status of spiritual intelligence of Trainee Teachers.

1. To develop a Spiritual Intelligence Enhancement Programme for enhancing Spiritual intelligence of Trainee Teachers
2. To implement Spiritual Intelligence Enhancement Programme for Trainee Teachers
3. To find out effectiveness of Spiritual Intelligence Enhancement Programme for enhancement of Spiritual intelligence of Trainee Teachers.
4. To compare pre and post situation of Spiritual intelligence of Trainee Teachers
5. To suggest development programmes for Spiritual Intelligent development of Trainee Teachers.

The impact of Spiritual Intelligence Enhancement Programme was studied and efforts was made for improvement in SQ of trainees during the research.
**Keywords -** Spiritual Intelligence, Spiritual Intelligence Enhancement Programme

## INTRODUCTION

Spiritual Intelligence is a term used by some Philosophers, Psychologists and Developmental theorists to indicate Spiritual parallels with IQ (Intelligence Quotient) and EQ (Emotional Quotient ). Danah Zohar Coined the term "Spiritual intelligence" and introduced the idea in 1997 in her book '***Rewiring the Corporate Brain'***.

Spiritual Intelligence is generally thought to be a concept related with religions, but there is very less inter-relation between these two things. Spiritual science means thinking over past experiences to try to find out what is truth. Whereas, Spiritual Quotient includes understanding the value ability and meaning of human life (Danah Zohar and Ian Marshell) An and Tendulkar says that, 'Spiritual Quotient' means thinking over the aims and objectives of life. "When I think likewise. I realize that life gives us many things to do it. I proceed on my path with an open mind, I feel Completeness".

Spiritual intelligence is the expression of innate spiritual qualities through your thoughts, actions and attitude. According to Vaughan, 2000 Spiritual Intelligence is the multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world, Bowel, 2004 stated that Spiritual Intelligence in not just about 'What' we learn and 'how' we behave. It is about 'why' we do 'What' we do. Unless we are developing our level of self, we are missing the most precious resource of all our engagement in living.

Variations of Spiritual Intelligence are sometimes used in corporate settings, as a means of motivating employees and providing a non-religious, diversity – sensitive framework for addressing issues of values in the work place. According to Stephen Covey, "Spiritual Intelligence is the Central and most fundamental of all the intelligences because it becomes the source of guidance for the others.

The Universities have to redesign their teacher education programme so as to make them flexible, cost-effective and relevant to the new global dimensions. The qualitative improvement of teaching teachers essentially rests upon a new line of approach where finer techniques and latest strategies of teaching should be given due attention. As the Delor's Commission suggest "The importance of the role of the teacher as an agent of change, promoting understanding and tolerance has never been more obvious than today. It is likely to become even for

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change from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations and from a technologically divided world where high technology is the privilege of the few to a technologically united world, places enormous responsibilities on teachers who participate in the moulding of the minds and characters of the new generations. The stakes are high and the moral values formed in childhood and throughout life become of particular importance."(Ref : Learning : The treasure within , UNESCO, 1996, P.141-42 )

Religion is the discipline by which we are helped to overcome the discord in our nature and integrate our personality. By the practice of spiritual exercises, by fasts and prayers, aimed at the production of a new type of human being, fearless, greedless and hate less. Man is still evolving. Religion is a personal encounter with the Divine. Therefore the investigator felt to improve SQ of trainee teachers.

**Origin of the research problem**

At the beginning of twentieth century, as psychologists exposed ways and means to measure intelligence, Aristotle's definition of man as "a rational animal"developed into a obsession with IQ.In the mid 1990's,Daniel Goleman popularized research into emotional intelligence (EQ), explaining that EQ is a fundamental requirement for the appropriate use of IQ. At the end of twentieth century, there is growing collective evidence that there is a third Q i.e. 'SQ',or Spiritual Intelligence.

Zohar and Marshall(2001)defined spiritual intelligence as "The intelligence with which we address and solve problems of meaning and value,the intelligence with which we can place our actions and our lives in a wider, richer , meaning giving context, the intelligence with which we can assess that one course of action or one life path is more meaningful than another Use of spiritual resources on practical problems, enhance virtuous behaviour- forgiveness, gratitude, humility, compassion and wisdom.Therefore the investigator felt to improve SQ of trainee teachers

**Interdisciplinary relevance**

Spiritual Intelligence is relatively a new constuct of psychology. A person with high SQmight practice any religion,but without narrow-mindedness prejudice or discrimination. Equally a person with high SQ could have very spiritual qualities without being religious at all.Both IQ and SQ work with the confines of existing information and known.Only SQ is capable of thinking beyond the known.

No subject can be taught in isolation and so is the case with Spiritual Intelligence . Spiritual Intelligence has to a considerable extent become integrated with various streams of knowledge , which enables people to guide their life. An attempt has been made in recent years to bring about an integrated curriculum which has helped to bring various subjects closer but no efforts has been made in teacher education syllabus.The concept of Spiritual Intelligence is interdisciplinary in nature.It has related to human nature.It co-relates with Philosophy, Psychology, Sociology, Civics and our day to day life. Spiritual Intelligence contributed a lot to the social and mind advancement of our society.

**Review of research and development in the subject**

**International status:-**

T.Kumar and S. Pragdiswaran.(2002) :

Studied a problem- Effects of professional stress on spiritual quotient of executives. In this research, executives have been divided in to 3 groups. Excessive hard workers have extra stress. So their spiritual quotient is less. On the other hand the less hard workers have less stress and so their spiritual quotient is more.

Ranny Faisal (2002) :

Emotional and spiritual quotient effect the changing leadership of the managers in the North Malaysian University. As per the results, there is a striking co-relation between emotional and spiritual quotients on the changing relationship.

Vecor Selman (2005):

And his companions have expressed their opinions that in a person's thinking process, not only intelligence quotient but emotional, spiritual quotients are also important.

**National status:**

Sam Thomas Joy(Ph.D.),
The Maharaja Sayajirao University of Baroda, April,2011
Enhancement of Emotional Intelligence and spiritual Intelligence among B.Ed. students-Teachers

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In this research, researcher has got a lot of response to implementation for the programme to increase student teacher emotional and spiritual quotient.

**Definitions of spiritual intelligence**

Definitions of spiritual intelligence rely on the concept of spirituality as being distinct from religiosity. Danah Zohar defined 12 principles underlying spiritual intelligence:

- Self-awareness: Knowing what I believe in and value, and what deeply motivates me.
- Spontaneity: Living in and being responsive to the moment.
- Being vision –and value-led: Acting from principles and deep beliefs, and living accordingly.
- Holism: Seeing larger patterns, relationships, and connections; having a sense of belonging.
- Compassion: Having the quality of "feeling-with" and deep empathy.
- Celebration of diversity: Valuing other people for their differences, not despite them.
- Field independence: Standing against the crowd and having one's own convictions.
- Humility: Having the sense of being a player in a larger drama, of one's true place in the world.
- Tendency to ask fundamental "Why?" questions: Needing to understand things and get to the bottom of them.
- Ability to reframe: Standing back from a situation or problem and seeing the bigger picture or wider context.
- Positive use of adversity: Learning and growing from mistakes, setbacks, and suffering.
- Sense of vocation: Feeling called upon to serve, to give something back.

**Cindy Wigglesworth** defines spiritual intelligence as,
"the ability to act with wisdom and compassion while maintaining inner and outer peace, regardless of the circumstances."

SHe breaks down the competencies that comprise SQ into 21 skills, arranged into a four quadrant model similar to Daniel Goleman's widely used model of emotional intelligence or EQ. The four quadrants of spiritual intelligence are defined as:

1. Higher Self/Ego self Awareness
2. Universal Awareness
3. Higher Self/Ego self Mastery
4. Spiritual Presence / Social Mastery

**CORE ABILITIES OR CAPACITIES OF SPIRITUAL INTELLIGENCE**

1. **Critical Existential Thinking**: The capacity to critically contemplate the nature of existence, reality, the universe, space, time and other existential/metaphysical issues; also the capacity to contemplate non-existential issues in relation to one's existence (i.e., from an existential perspective).
2. **Personal Meaning Production**: The ability to derive personal meaning and purpose from all physical and mental experiences, including the capacity to create and master a life purpose.
3. **Transcendental Awareness**: The capacity to identify transcendent dimensions/patterns of the self ( i.e., a transpersonal or transcendent self), of others, and of the physical world ( e. g., non-materialism) during normal states of consciousness, accompanied by the capacity to identify their relationship to one's self and to the physical.
4. **Conscious State Expansion**: The ability to enter and exit higher states of consciousness (e.g. pure consciousness, cosmic consciousness, unity, oneness) and other states of trance at one's own discretion (as in deep contemplation, meditation, prayer, etc.). [13]

Vineeth V, Kumar and Manju Mehta have also researched the concept, extensively. Operationalizing the construct, they defined spiritual intelligence as "the capacity of an individual to possess a socially relevant purpose in life by understanding' self and having a high degree of conscience, compassion and commitment to human values."

**Need and significance of study**

Spiritual Intelligence helps the students much in all spheres of life through its various constituents namely virtuous, vision and insight, commitment, Divinity, Compassion, Flexibility, Gratitude, Being Holistic Intuition, Self-awareness, Inquisitive, Resilient, Mission and Servant leader, Value, Field independent, Inner Peace and Contentment. By the practice of spiritual exercise aimed at the production of a new type of human being which is fearless, greedless and hatless. Therefore the investigator felt to improve SQ of trainee teachers.

**Aim of study**

To study impact of Spiritual Intelligence Enhancement Program among trainee teachers.

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**Objectives**

1 To measure the spiritual intelligence of trainee teachers.
2 To develop a Value Education programme for enhancing Spiritual intelligence of trainee teachers.
3 To implement Value Education programme for trainee teachers.
4 To find out effectiveness of Value Education programme for enhancement of Spiritual intelligence of trainee teachers
5 To compare pre and post situation of Spiritual intelligence of trainee teachers.
6 To suggest development programmes for Spiritual Intelligent development of trainee teachers.

**Hypothesis**

There is no significant difference in the effectiveness of Spiritual Intelligence quotient before and after the implementation to *spiritual intelligence enhancement programme.*

**Variables**

- **Dependent Variable** :- Spiritual Intelligence quotient
- **Independent Variable** :- Spiritual intelligence enhancement programme.
- **Interveining Variables** :- Previous Knowledge of Spiritual Education
- **Controlled Variables** :- Classroom environment, No. of male & female, mean scores etc.

**Scope & limitations**

This study is related to Spiritual Intelligence Enhancement of trainee teachers. A wide coverage is not possible due to time limit. So, this study is limited to Govt. College of Education, Panvel students only. Spiritual Intelligence constitutes about 16 fields. Because of time constraint e present study delimited to Spiritual intelligence enhancement programme field only.

**Research procedure**

- Per test and post test single group design of Quasi experimental method was selected for the study.
- A purposive sample of 30 trainee teachers. 15 male + 15 female was selected for the study and Spiritual Intelligence Enhancement Programme was conducted.
- Standardized Spiritual Intelligence test designed by Tirath Singh, Arjinder Singh and Bindejit Kaur was employed in the present study. It was translated from English to Marathi. Content Validity after the translation was established by using experts opinion (Reliability 0.81 and validity 0.69)
- The scale was administered as pre test and post-test on a single group.
- Under Value Education programme Daily prayer, Weekly Paripath. Experts guidance, Maunas, Importance of Yoga and Vipashana, etc. activities were organized. These activities are part of Spiritual Intelligence Enhancement Programme.
- The developed Spiritual Intelligence Enhancement Programme was implemented on small pilot group with intention to have a try out.
- This programme was implemented on trainee teachers for five month and then data was collected from pre and post situation. Data thus collected, were subjected to statistical treatment . Later on compared this data and drawn inference.

**About the programme**

Researcher selected sixteen activities as a part of Spiritual Intelligence Enhancement Programme. After Discussion with Experts researcher finalized following schedule for five month.

| Sr. No. | Spiritual Intelligence Fields | Name of Activity | Name of Expert | Duration | Date |
|---|---|---|---|---|---|
| 1. | Virtuous | Narration of self experience | | 2 hours | 2/10/2014 |
| 2. | Vision and Insight | Role Play | S. P. Patil | 2 hours | 12/11/2014 |
| 3. | Commitment | Lecture on Value Education | Sunita Bramhakumariji | 2 hours | 1/9/2014 |
| 4. | Divinity | Yoga/ Dhyan | Bramhakumariji | 3 days/ 2 hours per day | 2,3,4 Sept. 2014 |
| 5. | Compassion | Lecture on Value Education | Sunita Bramhakumariji | 2 hours | 1/9/2014 |
| 6. | Flexibility | Yoga/ Dhyan | Bramhakumariji | 3 days/ 2 | 2,3,4 Sept. |

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| | | | | | |
|---|---|---|---|---|---|
| | | | | hours per day | 2014 |
| 7. | Gratitude | Narration of self experience | | 2 hours | 2/10/2014 |
| 8. | Being Holistic | Story telling | Prof. Shinde | 2 hours | 10/2/2015 |
| 9. | Intuition | Narration of self experience | | 2 hours | 2/10/2014 |
| 10. | Self-Awareness | Diary Writing | | Daily half an hour | For five months |
| 11. | Inquisitive | Group discussion | | 2 hours | 23/10/2014 |
| 12. | Resilient | Story telling | Prof. Shinde | 2 hours | 10/2/2014 |
| 13. | Mission and servant leader | Interviewed a Social worker working in cancer field | Dr. Deshapande | 2 hours | 27/1/2014 |
| 14. | Value | Daily prayer, Weekly Paripath. Experts guidance, Maunas, Importance of Yoga and Vipashana | Sunita Bramhakumariji | 2 hours | 1/9/2014 |
| 15. | Field independent | Group discussion | | 2 hours | 23/10/2014 |
| 16. | Inner Peace and Contentment | Guidance on Vipshyna | Dr. Yugandhara Rajeshirke | 3 days | 15,16,17 Sept. 2014 |

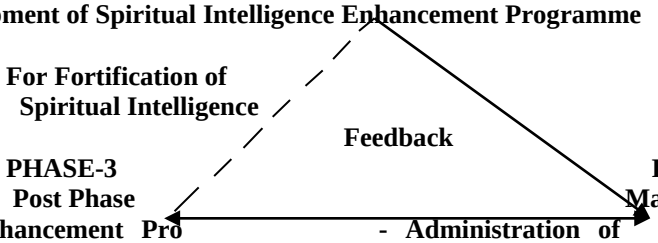
**Digramatic representation of implementation of s.i. enhancement programme**

**Phase-1**

**Preparatory Phase**

**Translation of standardized S.I.Scale**

**Development of Spiritual Intelligence Enhancement Programme**

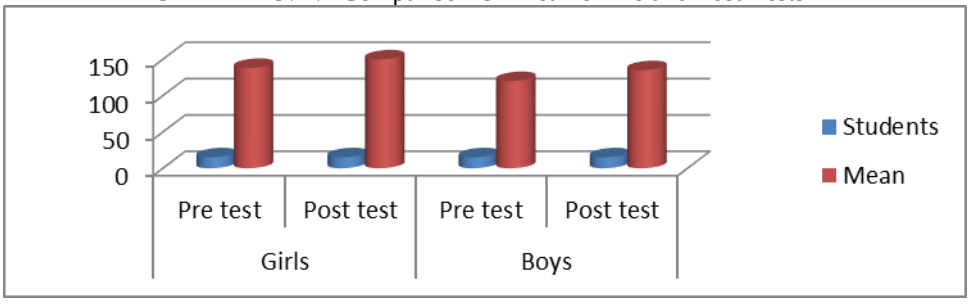



**Data analysis**

TABLE NO.2: "Comparative S.I.Scores of Boys and Girls"

| | | Students | Mean | S.D. | 0.05 Level | 0.01 Level | t-Value |
|---|---|---|---|---|---|---|---|
| **Girls** | **Pre test** | **15** | **138.00** | **12.74** | **1.70** | **2.46** | **2.99** |
| | **Post test** | **15** | **149.73** | **8.28** | | | |
| **Boys** | **Pre test** | **15** | **119.90** | **16.24** | **1.70** | **2.46** | **2.86** |
| | **Post test** | **15** | **134.90** | **12.24** | | | |

GRAPH NO.1 : "Comparison Of Mean of Pre and Post Tests"

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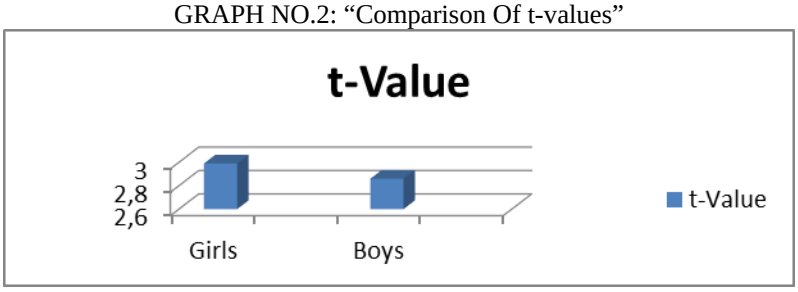
**CONCLUSION**

Mean scores were seen increased in post test, there was significant improvement in scores of Spiritual intelligence.

GRAPH NO.2: "Comparison Of t-values"




**RESULT**

Use of Spiritual intelligence development activities proved effective and there is significant increase in S.I. scores s of both Girls and Boys in Post tests.

The Spiritual Intelligence Enhancement Programme is equally effective for Boys and Girls.

**Major findings**

1. Girls were significantly scoring higher than boys.
2. Both girls and boys are caring, supportive and enriching.
3. Girls are Spiritually stronger than boys.
4. Both girls and boys are goal oriented.
5. Girls perceived their Spiritual intelligence than that of boys.
6. Spiritual intelligence development programme was effective.
7. There is no significant difference between the means of pre-test and post-test of experimental group.
8. Growth of post test scores is the result of experimental treatment given to the experimental group.

**Suggestions**

- Teacher should encourage the pupils so that they can think independently, face any problematic situation confidently and portray Spiritually intelligent behavior.
- Trainee teachers should pursue their S.I.and should keep exercise, meditation and yoga for their healthy mind and concentration. They should be introspective.

**General conclusion**

It can be said to conclude that, personal ability of thoughts and decision making is considered while determining Intelligence Quotient. Whereas personal feelings in different situations are considered while determining Emotional Quotient.Thoughts about self existence and purpose of our being etc. are considered for spiritual Quotient.The impact of Spiritual Intelligence enhancement program will be studied and efforts will be made for improvement in SQ of trainee teachers during the research. Thus the research is aimed to help them become cultured and aware.

Spiritual Intelligence Enhancement Programme developed by the researcher became effective to develop Spiritual Intelligence of trainee teachers.

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