



SPIRITUAL INTELLIGENCE IN RELATION TO GENDER AND LOCATION

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Abstract: The study aimed at exploring spiritual intelligence among teacher educators in relation to gender and location along with teaching experience. Describing methods of research was followed. Only 32 teachers who participated in refresher committee the sample for the study, the tool, developed by researchers, was used to assess spiritual intelligence. The response was obtained and 5-point scale along with teaching experience of team. The test results indicated non-significance of mean difference in spiritual intelligence of teacher educators across gender and location groups. There was positive and significant relationship of teaching experience with spiritual intelligence of teacher educators.

KEYWORDS: Spiritual Intelligence, teacher education, gender, location, teaching experience.

INTRODUCTION: To a considerable extent, the effectiveness of an educational system is dependent on the quality of the teaching. To phrase it another way, the quality of instruction is inextricably linked to the level of performance that students achieve by them. Both the professional commitment and expertise of teachers, in addition to their personal factors, are quite important in this regard. These days, it is also regarded important to take into account emotional and spiritual aspects in order to achieve success in any field. Furthermore, there is a problem of a lack of Spiritual Intelligence among persons in India today. This is due to the fact that every educational institution suffers from emotional ability, and it is because of this problem that the entire educational system is going in a directionless direction (Srivastava, 2016). As a result of the considerable relationship that exists between well-being and job satisfaction, it is becoming increasingly necessary for teachers to maintain a healthy well-being. However, in this current demanding time, the teaching profession is frequently accompanied by a variety of scenarios in which teachers are required to face a great deal of difficulty and conflict. Because they frequently experience emotional turbulence, it is essential that they have a factor such as spiritual intelligence in order to ensure that their emotions are operating properly, which may add to their overall well-being.

According to research conducted by Harding et al. (2019), there is a strong correlation between the well-being of teacher and the well-being of their students. As a result, a modest effort has been made through the course of this research to investigate the amount of spiritual intelligence and the impact that it has on the well-being of individuals who are considering becoming teachers.

OBJECTIVES:

To study spiritual intelligence among teacher educators in relation to gender and location

To study relationship of spiritual intelligence with teaching experience of teacher educators

HYPOTHESES:

1. There will be no significant mean difference in spiritual intelligence of teacher educators across gender groups.
2. There will be no significant mean difference in spiritual intelligence of teacher educators across location groups.
3. There will be significant relationship between spiritual intelligence and teacher education.

SPRITUAL INTELLIGENCE:

MAKING SPIRITUAL INTELLIGENCE AS A PART OF TEACHER EDUCATION CURRICULUM:

DESIGN OF STUDY: The present study was conducted with the intention of determining whether or not there are any differences between the spiritual intelligence of gender and location groups. Furthermore, both rural and urban teacher educators attended a refresher course at Himachal University. As a result, these differences were examined after the participants' spiritual intelligence was measured using the t-test to test the null hypothesis. With the assistance of null hypotheses and the method of correlation, the relationship between spiritual intelligence and age as well as teaching experience was also investigated and tested. Further, one of the most extreme examples would be investigated by employing the approach of *case study*, which would involve conducting an interview with the individual in question.

SAMPLE: Every single one of the 37 teacher educators who participated in the education refresher course was included in the study; however, five of the respondents did not answer all of the questions on the scale. For the purpose of this investigation, the investigators were left with a total of 32 individuals. The specifics of the sample are shown in Table No. 1, which may be found here.

Table No. - 1

Gender and location group wise distribution of the sample

	Male	Female	Total
Rural	8	2	10
Urban	8	14	22
Total	16	16	32

DATA COLLECTION: The data for this study was collected through the use of a Spiritual Intelligence Scale (SIS) that was developed by the researcher themselves. The SIS was distributed to each of the 37 teacher educators, and they were requested to provide responses to all 15 questions contained within it. But just 32 of the subjects provided an accurate response. 16 of them were males, and 16 of them were females. When doing the case study of one of the subjects who received the highest score on the SIS, the investigators conducted a face-to-face interview that was prearranged in advance.

STATISTICAL TECHNIQUE USED:

The mean, standard deviation, and 't' value were computed in order to evaluate the hypotheses concerning the difference in spiritual intelligence between gender group and location group of teacher educators.

The coefficient of correlation (r) was computed in order to determine the relationship between spiritual intelligence *and age as well as the* amount of teaching experience.

RESULT AND DISCUSSION

ANALYSIS AND INTERPRITION OF DATA

Following the scoring of the response sheets that were filled out by the participants, the data was tabulated and analyzed in order to evaluate the hypotheses that were developed for the study in the following manner...

A "t-test" was utilized in order to make sure that the assumptions No. 1 and 2 were incorrect.

Table 2: Showing 't-test' analysis of teacher educators (gender based)

	N	Mean	SD	SE _D	't' value
Male	16	62.00	12.59		
Female	16	56.56	7.22	3.74	1.45

Table 3: Showing 't-test' analysis of teacher educators (location based)

	N	Mean	SD	SE _D	't' value
Rural	16	62.86	13.63		
Urban	16	56.56	8.76	4.93	1.26

Table 4

Showing the co-relation between Spiritual Intelligence score and age factor of teacher educator

Variable	r
Spiritual intelligence score	0.36
Teaching Experience	

"There is no significant relationship between the spiritual intelligence and teaching experience of teacher educators who attended a refresher course at Himachal University," was the third hypothesis that was tested in this research. In order to put it to the test, the investigators computed the coefficient of connection between the two variables. It has been determined that the value of 'r' is 0.36, as seen in the fourth example. At the 0.05 level of significance, which suggests that there is a positive and significant co-relationship between spiritual intelligence and teaching experience among the teacher educators that attended a refresher course organised at Himachal University. As a result, the third null hypothesis was found to be incorrect.

Case study of an extreme case

A case study was undertaken on the subject who got the highest score on the Spiritual Intelligence Scale (SIS) in order for the investigators to gain a better understanding of the psycho-social pattern of development of spiritual intelligence.

In the course of the investigators' personal interviews with the subject who had been chosen for the case study, it was discovered that the subject was a person who had a strong dedication to their religious beliefs. During her upbringing, she received her religious instruction from her parents when she was young. Every day, she

made her way to the houses of worship on a regular basis. She was a member of a nuclear family that lived in a city and had a very spiritual nature to the ambiance that was within their home. In addition to that, she pursued both her primary and secondary studies in the city. Painting is one of her hobbies, and she also enjoys reading literary and religious collections. Her mother and father served as examples for her to emulate, and they instilled in her the most admirable principles of life.

Accordingly, it is possible to draw the conclusion from the interview that her greater spiritual intelligence may have been influenced by the religious nature of her parents and the home environment that she grew up in.

CONCLUSION

Unfortunately, the current system of teacher education in the country does not place the appropriate amount of focus on spiritual intelligence, despite the fact that it is a significant variable that plays an important part in the enhanced well-being of future teachers. The improvement of perspective of the teachers' spiritual intelligence and overall well-being is a pressing necessity in the current situation. This is necessary to ensure that, when faced with actual teaching situations, those who aspire to become educators are able to effectively manage both the inner world of themselves and the outer world of interactions with students, colleagues, and society in general. There is a possibility that stakeholders may recognize the significance of spiritual intelligence for educators. The findings of this study suggest that questions based on spiritual intelligence ought to be included in the entrance examinations that are currently being administered to students pursuing a Bachelor of Education degree in order to choose individuals who are spiritually bright. In addition, subjects that are associated with spiritual intelligence ought to be incorporated into the curriculum of teacher education as a component of educational psychology in order to improve the mental health and well-being of the individuals who will eventually become teachers

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