

# EVALUATIVE STUDY OF SPIRITUAL INTELLIGENCE AMONG PROSPECTIVE TEACHERS

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## *Abstract:*

Quality Education is expected to provide the ways to develop the body, mind and spirit. This change or development is possible through teachers because no educational change can be improved unless the quality of the teachers is improved. Teaching is not just a profession it is a passion for teaching those who are committed, enthusiastic, intellectual, emotionally and spiritually energetic in their work. Teacher is the powerful environment for the child. As we know we are in the 21<sup>st</sup> century have brought the technologies and new crisis that leading us towards the conservative attitude, materialistic life, self-centeredness, poverty of commitments. Teachers who are said to be the builder of nation have a special responsibility to develop social integration through profession. Their mission is not only to demonstrate deep knowledge but also to develop the spiritual intelligence, which is a set of capabilities and potentialities that makes a person to solve problem and achieve the goal in everyday lives, is evaluated. Spiritual Intelligence gives the meaning and value to life.

**Key words:** Evaluation, Spiritual Intelligence and Prospective Teachers.

## INTRODUCTION:

Teachers are expected the fly wheels of the entire lively educational machine. If we want to develop the rational intelligence, emotional intelligence & spiritual intelligence, teacher must be well versed in these intelligences so that they can develop these qualities in their students (joy, 2013). Spiritual Intelligence changes the quality of flexibilities and emotional resilience that plays a vital role in effective behaviour and psychological health (Jeloudar & Goodarzi, 2012).

In the field of psychology, intelligence quotient is very popular (Joy, 2013). It was observed that cognitive intelligence that is, measured by intelligence quotient score reveals only a small portion of a success and well-being (Nadejda & Nina, 2020) Whereas emotional intelligence is an array of non-cognitive abilities and competencies that emphasises on feelings, to cooperate with others and enhance their personal values (Joy, 2013). Daniel Goleman a great psychologist popularized the term emotional intelligence in his best -selling book “Emotional Intelligence: Why it can matter more than IQ”.

## EVALUATION

Evaluation means appraisal and assessment with respect to some standard (singh, 2019). Evaluation is a process where in parts, processes or outcomes of a programme are examined to see the satisfactory and particularly with reference to the programme's framed objectives (Tuckman, 1975).

The role of teacher is to facilitate the students, to assess the performance of the students but effective teacher is evaluate or assessed with skills i.e. teacher who is helping and caring, democratic students centred, focused on deep study, creative understanding learning characteristic, tolerant, calm and valued.(whitelaw,2006). Spiritually intelligent teacher can reflect the students mind and can determines the way they act to impact the whole world (Ansari & Singh, 2015).

## SPIRITUAL INTELLIGENCE:

Spiritual intelligence is the higher dimension of intelligence that is also known as the ultimate intelligence (Negi & Khana, 2017). Emmons, 2000 explores the spiritual intelligence as a set of capabilities and potentialities. Spirituality is originated from the latin word ‘spirit’, spaire means air, wind or breathe. It is basically considered as the life force. This conceptual thought beliefs in a super power that is controlling the whole world and is greater than one self (Rathee & Rajain, 2019). Zohar (2000) defines spiritual intelligence is an ability to modifies immutable rules with understanding and feelings and also gives a moral sense. Spiritual intelligence is the intelligence that assesses values, purpose & deepest meaning and the ethical ranges.

## DIMENSIONS OF SPIRITUAL INTELLIGENCE:

King (2008) proposes four dimensions of Spiritual intelligence i.e. critical existential thinking, personal meaning production, transcendental awareness and conscious state expansion.

Wiggles worth (2006) defines 21 skills in to four dimensions viz. ego self -awareness, higher self, universal awareness and spiritual presence.

Donah Zohar and Ian Marshall explained 12 qualities i.e. Self-Awareness, Spontaneity, Being Vision and value-Led, Holism, Compassion, Celebration of diversity, Field Independence, Humility, Tendency to ask fundamental “why” Questions, Ability to reframe, Positive use of adversity, Sense of vocation.

Deftaur and Dasgupta introduces 15 dimensions of Spiritual Intelligence named; Soul, Self-Awareness, God and religiosity, Spiritual Practices, Life style values , Gender and Caste Equality, Faith and Karma, Social Relations, Divinity in Love, Spirituality in Leadership, Helping Behaviour, Flexibility, Ability to use and overcome sufferings, Ability to transcendent pain, Being Spiritually Intelligent about Death.

Amram, Yasi, (2007), defined seven dimensions of Spiritual Intelligence, are; Consciousness, Grace Meaning, Transcendence, Truth, Peaceful, Surrender of Self and Inner-Directedness.

After studying the above researches and writings it is evident that these dimensions are very important for our daily life. These are Spiritual Intelligence abilities to solve the problems holistically (Amram, 2007). Spirituality at work place increase their morale, commitment and productivity and, helpful to burnout the stress and anxiety level among Professionals (Karakas, 2010). Spiritual Intelligence can be enforced in daily life of individuals to experience the real meaning of life by protecting qualities such as; patience, compassion, gratitude, forgiveness, acceptance etc.(Amram,2007).

## REVIEWED LITERATURE:

Numbers of different scholarly papers, article & books by different authorised writers revealed the results or speaks on the quality of personal & professional life. Mollins, (2005) reported that staff satisfaction is beneficial for team work retention and the development as a whole. Nooyi, (2009) focused on value based issues that are reflected in a days. Great contribution is possible only on the basis of high level of satisfaction (leuchars, Harrington & Erickson, 2003). Karakas (2010) reported that spirituality enhances the morality, commitment, productivity among the employees. It is helpful to decrease the stress and anxiety at the workplace of prospective teachers. (Bodia and Ali, 2012) revealed that spiritual intelligence plays a vital role for an individual, society and community as a whole. It is helpful to develop positive attitude with the moral values. It is also helpful to minimize the stress level of any individual and improves job satisfaction. Spiritual intelligence helps the people to get rid of pains, anxiety, distress, depression and various mental problems. Sharma, (2012) emphasized on Indian philosophy that is reflected by the four dimensions of the life i.e. Dharma, Arhta, Kama and Moksha. This revealed the deep roots of philosophy in the field of teaching. It is working being the holistic approach.( Altaf and Awan, 2011) defined that spirituality helps to bring about job satisfaction and it also helps the employees for better performance in their field .(Shabani, et.al, 2011) examined that spiritual & emotional intelligence regarded as predictors of mental health and also encouraged

the students life for their healthy mental health. (Kaur, 2015) conducted the study on relationship between teachers effectiveness and spiritual intelligence of secondary school teachers, found that spiritual intelligence affects the quality of work life of teachers. (Eaker & ciechalski, 1992) indicated that spirituality is a motivating force for people who choose teaching as a profession. (Lourance's study 2005, presented the results that teachers with high spirituality may be proved as an antidote to the present education system. (Skryzypinska, 2020) found that spiritual intelligence is providing the ability to find the meaning of life and enable an individual , teachers and other professionals to get right direction for their lives.(Charkhabi,2014) accepted mental health as an important issue in students as well as teachers. Spiritual intelligence is a basic component of mental health. Study supported the experimental findings of spiritual intelligence training as a novel psychological construction that helps to decrease psychological tragedy and improve the mental health of students as well as teachers.

## CONCLUSION:

On the basis of reviewed studies, evaluative study of spiritual intelligence of prospective teachers reached at the point that main purpose of education is to draw out the best from the students. Education is considered as the development of body, mind and spirit. Spirituality is an important component for the effective teaching, teacher leadership & organisational life. Teachers understanding of their own spiritual values can contribute to behave towards the students in relation to humanity. Spiritually intelligent teacher can address the deeper questions and can also triggers meaningful reflection in the mind. We are aware about the present pandemic situation where patience of students and teachers is going down, anxiety level is increasing, values, faith, humanity, gratitude are invisible. Training of spiritual intelligence can shapes the attributes of spiritual intelligence, i.e. faith, tolerance, gratitude, love, moral conduct, understanding the self and others and regulates the emotions etc. If we need to strengthen the present education system and want to satisfy with our jobs and life style, different strategies must be followed; like meditation, prayers, affirmation technique, practice of gratitude for better life and pleasant experience etc. The basic knowledge of spirituality should be imparted as school level, college level and university level by the government.

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