

# Periodic Research

## Spiritual Intelligence in Relation to Life Skills, Location of Residence and Category of Student Teachers



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### Abstract

The present study was undertaken to examine spiritual intelligence in relation to life skills, location of residence and category of pre service teachers. The sample comprised of 1120 pre service teachers studying in education colleges affiliated to Punjabi university Patiala. Data were collected by using spiritual intelligence scale (2008) developed Dr. Tirath Singh, Arjinder Singh and Binderjit Kaur. Life Skills Scale developed by Prawit Erawan (2010). The result revealed that there is no significant influence of Life Skills, Location of Residence and category on Spiritual Intelligence of student teachers. It was also concluded that student teachers from different categories related to urban and rural areas belonging to different levels of life skills possessed equal level of Spiritual Intelligence.

**Keywords:** Spiritual Intelligence, Life Skills, Teachers.

### Introduction

Spiritual Intelligence is where we begin to open up to our spirit's journey and to quest for a greater understanding of life. It is where we seek for find higher purpose and a greater sense of self. It is where we become wise by accessing our natural bright light of wisdom. Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. It implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. According to Wigglesworth (2002), "Spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation." Zohar and Marshal (2000) have defined the Spiritual intelligence as intelligence in handling and answering problems of meaning and values. It has also been referred to as an intelligence in which people can survive and take actions. Emmons (2000) define Spiritual intelligence as "the adaptive use of Spiritual information to facilitate everyday problem solving and goal attainment" Erikson (1950) described spiritual intelligence as a feeling of being at home in one's body, an impression of awareness in one's direction". Vaughan (2000) characterize that Spiritual Intelligence is a power to profound understanding of existing questions and perceptions about self awareness levels. Nasel (2004) defined spiritual intelligence as the "ability to draw on one's spiritual abilities and resources to better identify, find meaning in, and resolve existential, spiritual, and practical issues. Such resources and abilities, be it prayer, intuition, or transcendence, ought to be relevant to facilitating an individual's capacity for finding meaning in experiences, for facilitating problem solving, and for enhancing an individual's capacity for adaptive decision making."

Zahar and Marshall (2004) defined," Spiritual intelligence is the intelligence with which we access our deepest meanings, purposes and highest motivations." They introduced 12 qualities of SQ namely-self-awareness, spontaneity, being vision, holism, compassion, celebration of diversity, field independence, humility, tendency to ask fundamental "why" questions, ability to reframe, positive use of adversity, and sense of vocation.

Emmons (2000) defined spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment."

Life skills are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life Rychaen and Salganik (2001). Tyler (2002) defined Life skills are the skills necessary for successful living. They fall into six main areas: self, family, job, community, leisure and spirituality. Life

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skills are abilities that facilitate the physical, mental and emotional well-being of an individual and competence in young people as they face the realities of life.

### Review

Vaughan (2002) revealed that spiritual intelligence as being concerned with the inner life of mind and spirit and its relationship to world. Emmons (2000), Noble (2001), Wigglesworth (2002), Geroge (2006), Amram and Dyer (2007), Susan et al. (2011) found that spiritual intelligence is the set of abilities that individual use to apply, manifest and embody spiritual resources, values and qualities in way that enhances their daily functioning and well-being. Dimitriou (2009), Kavga (2009) and Baskaran (2012) found that life skills are a set of human skills that are used to handle problems and questions commonly encountered in daily human life and improve the knowledge on self awareness. Khera and Khosla (2012) studied that there is positive correlation between core life skills and self concept. Maslow (1987) found that Life Skills, in its support and encouragement of personal growth is involved with supporting and encouraging spiritual growth. Life skills can be defined as the competencies necessary for operating effectively in personal, social, and academic domains, and for career planning and development (American School Counseling Association (2003); Lau et al. (2003). Wolman (2001) defines spiritual intelligence as the human capacity to ask ultimate questions about the meaning of life, and to simultaneously experience the seamless connection between each of us and the world in which we live. Life Skills, being focused on matters of problem-solving and effective behavior change through choices of action, and also being concerned with matters of morality (Himsl, 1973) invokes the exercise of spiritual intelligence when problems of right and wrong are resolved and when decisions about moral courses of action are made.

### Objectives of the Study

1. To compare Spiritual Intelligence of student teachers on the basis of Life Skills.
2. To compare Spiritual Intelligence of student teachers on the basis of Location of Residence
3. To compare Spiritual Intelligence of student teachers on the basis of category
4. To compare Spiritual Intelligence of student teachers on the basis of interaction between Life Skills and Location of Residence
5. To compare Spiritual Intelligence of student teachers on the basis of interaction between Life Skills and Category
6. To compare Spiritual Intelligence of student teachers on the basis of interaction between Location of Residence and Category
7. To compare Spiritual Intelligence of student teachers on the basis of interaction between Life Skills, Location of Residence and Category

### Hypothesis

1. There is no significant difference in Spiritual Intelligence of student teachers on the basis of Life Skills.
2. There is no significant difference in Spiritual

Intelligence of student teachers on the basis of Location of Residence

3. There is no significant difference in Spiritual Intelligence of student teachers on the basis of category
4. There is no significant difference in Spiritual Intelligence of student teachers on the basis of interaction between Life Skills and Location of Residence
5. There is no significant difference in Spiritual Intelligence of student teachers on the basis of interaction between Life Skills and Category
6. There is no significant difference in Spiritual Intelligence of student teachers on the basis of interaction between Location of Residence and Category
7. There is no significant difference in Spiritual Intelligence of student teachers on the basis of interaction between Life Skills, Location of Residence and Category

### Method

Descriptive survey method was used in the present study.

### Sample

Population for present study was the student teachers 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 pre service teachers are studying in these colleges, out of these colleges 25 colleges were selected through stratified random sampling technique. 1120 Student Teachers in these colleges were selected through cluster sampling technique.

### Tools

1. Spiritual Intelligence Scale developed by Dr. Tirath Singh (2008).
2. Life skills Scale developed by Erawat, P (2010).

### Analysis and Interpretation

**Table 1. Variable Wise Mean and Standard Deviation**

Descriptive Statistics				
Dependent Variable: SI				
		Mean	Std. Deviation	N
Life skills	High	280.68	21.623	171
	Average	279.51	21.660	783
	Low	276.66	21.698	166
Location of Residence	Rural	278.89	21.967	966
	Urban	281.68	19.617	154
Category	General	279.94	21.660	741
	Obc	278.04	20.224	98
	Sc	277.92	22.179	281

**Table 2: Summary of 3x2x2 Factorial Design of ANOVA for Spiritual Intelligence (By Life Skills, Location of Residence and Category)**

Source	Sum of Squares	Df	Mean Square	F	Sig.
LS	1171.589	2	585.794	1.247	.288
LoR	360.240	1	360.240	.767	.381
Category	479.113	2	239.556	.510	.601
LS x LoR	1209.745	2	604.872	1.287	.276
LS x Category	1099.579	4	274.895	.585	.673
LoR x Category	178.379	2	89.189	.190	.827
LS x LoR x Category	1341.949	4	335.487	.714	.582

Table 1. reveals that the F value for life skills is 1.247 which is not significant at .005 level. It means that there is no significant difference in mean scores of spiritual intelligence between different (three) levels of life skills. In the light of this the null hypothesis that there is no significant influence of life skills on spiritual intelligence, is not rejected. Therefore it may be concluded that student teachers with low, average and high level of life skills had equal level of spiritual intelligence.

The F value (table-1) for Location of Residence is .767 which is not significant at .005 level. It means that there is no significant difference in mean scores of Spiritual Intelligence between student teachers residing in different areas. In the light of this the null hypothesis that there is no significant influence of Location of Residence on Spiritual Intelligence, is not rejected. It may be concluded that student teacher from urban and rural areas had equal level of spiritual intelligence.

The F value (table-1) for family is .510 which is not significant at .005 level. It means that there is no significant difference in the mean scores of Spiritual Intelligence of student teachers with different categories. In the light of this the null hypothesis that there is no significant influence of category on Spiritual Intelligence, is not rejected. Therefore it can be concluded that student teacher from different (three) categories (GEN, OBC, SC) had equal level of spiritual intelligence.

The F value (table-1) for Life skills and Location of Residence is 1.287 which is not significant at .005 level. It reflects that mean scores of Spiritual Intelligence of student teachers from rural and urban areas with different levels of Life Skills do not differ significantly. In the light of this the null hypothesis that there is no significant influence of Life skills and Location of Residence on Spiritual Intelligence, is not rejected. Therefore it can be concluded that student teachers with different levels of life skills residing in rural and urban areas had equal levels of Spiritual Intelligence.

The F value (table-1) for Life Skills and Category is .585 which is not significant at .005 level. It reflects that mean scores of Spiritual Intelligence of student teacher from different categories with different levels of Life Skills do not differ significantly. In the light of this the null hypothesis that there is no significant influence of interaction between Life skills and category on Spiritual Intelligence of student teachers is not rejected. It may be concluded that Spiritual Intelligence of student teachers is independent of interaction between Life skills and Category.

The F value (table-1) for Location of Residence and Category is .190 which is not significant at .005 level. It reflects that mean scores of Spiritual Intelligence of student teachers belonging to different categories from urban and rural areas do not differ significantly. In the light of this the null hypothesis that there is no significant influence of interaction between Location of Residence and Category on Spiritual Intelligence of student teachers is not rejected. It may be concluded that Spiritual

Intelligence of student teachers is independent of interaction between Location of Residence and Category.

The F value (table-1) for Life Skills, Location of Residence and Category is .714 which is not significant at .005 level. Thus the null hypothesis that there is no significant influence of interaction between Life skills, Location of Residence and Category on Spiritual Intelligence of student teachers is not rejected. Hence it may be concluded that Spiritual Intelligence of student teachers is independent of interaction between Life Skills, Location of Residence and Category.

### Findings

1. Student teachers with low, average and high level of life skills had equal level of spiritual intelligence.
2. Student teacher from urban and rural areas had equal level of spiritual intelligence.
3. Student teacher of different (three) categories (GEN, OBC, SC) had equal level of spiritual intelligence.
4. Student teachers with different levels of life skills residing in rural and urban areas had equal levels of Spiritual Intelligence.
5. Spiritual Intelligence of student teachers was independent of interaction between Life skills and Category.
6. Spiritual Intelligence of student teachers was independent of interaction between Location of Residence and Category.
7. Spiritual Intelligence of student teachers was independent of interaction between Life Skills, Location of Residence and Category.

No study was found conducted on similar objectives with present study. Some previous findings on spiritual intelligence can be observed here such as Kaheni et al. (2013) showed a significant relationship between age, marital status and family composition and spiritual intelligence. The elderly aged over 70 years, who were married and those who lived with their wives and children, had high spiritual intelligence. Jain and Purohit (2006) examined the spiritual intelligence of elderly people living with their families and living in old age homes and reported that there was no significant difference of Spiritual Intelligence in relation to demographic variables. Madnawat et al. (2007); Hajamini et al. (2008); Bharath and Kumar (2010); Kalanda (2010); Hartati et al. (2011); Yadav and Iqbal (2009) revealed that life skills have also been found to help in developing good personality and traits like self efficacy, self-esteem, creativity, emotions, life management and adjustment. There is no study which directly examines the Life skills, location of residence and family and their various interactions on spiritual intelligence of student teachers.

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