

Core Life Skills as Correlates of the dimensions of Spiritual Intelligence of Student Teachers

Abstract

The present study was undertaken to examine the relationship of Core life Skills with the dimensions of Spiritual Intelligence of Student Teachers. The sample comprised of 500 Student Teachers studying in education colleges affiliated to Punjabi University Patiala. Data was collected by using Spiritual Intelligence Scale (2008) developed by Dr. Tirath Singh and Critical Thinking and Empathy sub scale of Life Skills Scale developed by Prawit Erawan (2010). The result revealed that there was positive and significant corelation of Core life skills with Flexibility, Gratitude, Intuition, Inquisitive behaviour, Mission, Self-Awareness, Vision, Virtuous behaviour and total Spiritual Intelligence of Student Teacher .Life skills and Field Independent had low, negative significant correlation. No other significant correlation was found.

Keywords: Spiritual Intelligence, Critical Thinking, Empathy, Life Skills
Introduction



Harjinder Kaur
Research Scholar,
Deptt. of Education,
Punjabi University,
Patiala

Spiritual Intelligence is the highest intelligence. It provides the person with a general perception regarding life and all the experiences and events and makes him capable of re-formulating and interpreting his experiences and to extend his recognition and knowledge Ghobari et al. (2007). Spiritual Intelligence as one of the new concepts of intelligence includes a type of adaptability and behavior of problem solving which has the highest levels of growth in different domains of cognitive, moral, emotional and interpersonal. On the other hand, Spiritual Intelligence is a framework for acknowledgment and organization of the required skills and capabilities, such that with the use of spirituality the adaptability of the person increases Amram (2009). Spiritual Intelligence as one of the internal factors and as the fundamental factor for fighting problems and solving material and spiritual problems of life can increase the abilities of individuals and be effective in the quality of their lived. Zohar and Marshal (2000) 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) defines 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.

Life skills are central to education today. There are large no of life skills. Common elements of life skills which were found across all cultures and settings, in the developed and the developing countries, are self awareness, empathy, interpersonal relationship skill, effective communication, decision making, problem solving, Critical Thinking, Creative Thinking, coping with stress and coping with emotions. World Health Organization (W.H.O) has defined life skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". UNICEF defines life skills as, "a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, attitude and skills". Creative Thinking contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience and even if no problem is identified, or no decision is to

be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives. Dewey (1933) defines critical thinking as “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends”. Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others, who may be very different from ourselves. So this skill can improve social interactions, for example, in situations of ethnic or cultural diversity. Thus, life skills are essentially those abilities that help promote mental well being and competence in young people as they face the realities of life.

Review of Literature

Relevant literature was reviewed to find out relations and differences between variables in the present study. Smith (2004) has shown that Spiritual Intelligence is the prerequisite of a better adaptation with environment and those who have higher Spiritual Intelligence have higher tolerance in front of the pressures of life and show higher capability for adaptation with the environment. Goodarzi and Kooroush (2011) have shown the interactive effectiveness of Spiritual Intelligence and teaching the skills of life on mental health of the students of universities. Naderi *et al.* (2009) have shown that there is a relationship between Spiritual Intelligence and life satisfaction. Meier (1984) found that the term professional development can never again denote only the acquisition of external skills and knowledge, but must include developing the full range of internal mental and spiritual skills as well. Vaughan (2002) described Spiritual Intelligence as being concerned with the inner life of mind and spirit and its relationship to world. Emmons (2000), Noble (2001), Wiglesworth (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. Himsl(1973) found that 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 invokes the exercise of Spiritual Intelligence when problems of right and wrong are resolved and when decisions about moral courses of action are made. Wolman(2001) revealed that Life Skills, in its support and encouragement of personal growth, is involved with supporting and encouraging spiritual growth . Hamburg (1989) found that the training of life skills as the formalized teaching of the skills needed for surviving, living with others, and succeeding in a complex society. 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. Life skills training (LST) has been found to produce positive behavioral changes and better skills, especially regarding taking responsibility for making

healthy choices, resisting negative pressures, and avoiding risky behaviors (Botvin and Griffin, 2004).

Aim of the Study

To study the correlation of Core Life skills with dimensions and total Spiritual Intelligence (SI) of Student Teacher.

Method

Descriptive survey method was used in the present study.

Sample and design of the Study

Population for present study is 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 Student Teachers are studying in these colleges, out of these colleges 15 colleges will be selected through stratified random sampling technique. 500 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 Prawit Erawan (2010).

Analysis and Interpretation

Table 1 Coefficient of correlation of Spiritual Intelligence (SI) (dimension wise) with Core life skills.

SI (Dimensions)		Life Skills
Commitment	Correlation	.083
	Sig	.244
Divinity	Correlation	.159
	Sig	.024
Flexibility	Correlation	.225
	Sig	.001
Gratitude	Correlation	.452
	Sig	.000
Intuition	Correlation	.250
	Sig	.000
Inquisitive Behaviour	Correlation	.283
	Sig	.000
Field Independent	Correlation	-.112
	Sig	.116
Mission	Correlation	.175
	Sig	.013
Inner Peace	Correlation	.175
	Sig	.013
Self Awareness	Correlation	.220
	Sig	.002
Vision	Correlation	.195
	Sig	.006
Virtuous Behaviour	Correlation	.229
	Sig	.001
Spiritual Intelligence	Correlation	.352
	Sig	.000

The coefficient of correlation (table-1) between flexibility dimension of Spiritual Intelligence and Life skills is .252 which is significant at .001 level. It means that flexibility dimension of Spiritual Intelligence and Life skills of Student Teachers share variance significantly. In the light of this, the null hypothesis that there is no significant correlation between flexibility dimension of Spiritual Intelligence and Life

skills of Student Teachers is rejected. Therefore it may be concluded that there was low, positive and significant correlation between flexibility dimension of Spiritual Intelligence and Life skills of Student Teachers. The shared variance is 6.354%.

The coefficient of correlation (table-1) between Gratitude dimension of Spiritual Intelligence and Life skills is .452 which is significant at .001 level. It means that Gratitude and Life skills of Student Teachers share variance significantly. In the light of this the null hypothesis that there is no significant correlation between Gratitude and Life skills of Student Teachers, is rejected. Therefore it may be concluded that there was positive correlation between Gratitude and Life skills of Student Teachers. The shared variance is 20.46%.

The coefficient of correlation (table-1) between Intuition dimension of Spiritual Intelligence and Life skills is .250 which is significant at .001 level. It means that Intuition and Life skills of Student Teachers share variance significantly. In the light of this the null hypothesis that there was no significant correlation between Intuition and Life skills of Student Teachers, was rejected. Therefore it may be concluded that there was low, positive and significant correlation between Intuition and Life skills of Student Teachers. The shared variance is 6.25%.

The coefficient of correlation (table-1) between Inquisitive Behaviour dimension of Spiritual Intelligence and Life skills is .283 which is significant at .005 level. It means that Inquisitive Behaviour and Life skills of Student Teachers share variance significantly. In the light of this the null hypothesis that there is no significant correlation between Inquisitive Behaviour and Life skills of Student Teachers, is rejected. Therefore it may be concluded that there was negligible, positive and significant correlation between Inquisitive Behaviour and Life skills of Student Teachers. The shared variance is 8.724%.

The coefficient of correlation (table-1) between Field Independent dimension of Spiritual Intelligence and Life skills is -.112 which is significant at .001 level. It means that Field Independent and Life skills of Student Teachers share variance significantly. In the light of this the null hypothesis that there is no significant correlation between Field Independent and Life skills, was rejected. Therefore it may be concluded that there was negative correlation between Field Independent and Life skills of Student Teachers.

The coefficient of correlation (table-1) between Self Awareness dimension of Spiritual Intelligence and Life skills is .220 which is significant at .001 level. It means that Self Awareness and Life skills of Student Teachers share variance significantly. In the light of this the null hypothesis that there is no significant correlation between Self Awareness and Life skills, is rejected. Therefore it may be concluded that there was negligible, positive and significant correlation between Self Awareness and Life skills of Student Teachers. The shared variance is 6.111%.

The coefficient of correlation (table-1) between Virtuous Behaviour dimension of Spiritual Intelligence and Life skills is .229 which is significant at .001 level. It means that Virtuous Behaviour and Life skills of Student Teachers share variance significantly.

In the light of this the null hypothesis that there is no significant correlation between Virtuous Behaviour and Life skills, is rejected. Therefore it may be concluded that there was low, positive and significant correlation between Virtuous Behaviour and Life skills of Student Teachers. The shared variance is 6.22%.

The coefficient of correlation (table-1) between total Spiritual Intelligence and Life skills is .352 which is significant at .001 level. It means that Spiritual Intelligence and Life skills share variance significantly. In the light of this the null hypothesis that there is no significant correlation between total Spiritual Intelligence and Life skills is rejected. Therefore it may be concluded that there was positive and significant correlation between total Spiritual Intelligence and Life skills of Student Teachers. The shared variance is 13.09%.

Findings

1. Life Skills of student teachers was low, positive and significantly correlated with dimensions of Gratitude, Empathy, Self Awareness, Vision, Virtuous Behavior and total Spiritual Intelligence.
2. Life Skills of student teachers was negligible, positive and significantly correlated with Flexibility, Inquisitive behavior and Mission dimensions of Spiritual Intelligence.
3. Life Skills of student teachers was moderate, positive significant correlated with Intuition dimensions of Spiritual Intelligence.
4. Life Skills of student teachers was not significantly correlated with Commitment, Divinity, Field Independent, Mission and Servant Leader and Inner Peace dimensions of Spiritual Intelligence.
5. Life Skills of student teachers was low, Positive and significantly correlated with Divinity, Gratitude, Intuition, Inquisitive behavior, Mission and total Spiritual Intelligence.
6. Life Skills of student teachers was low, negative significantly correlated with Field Independent dimension of Spiritual Intelligence.

Discussion

Results on the basis of correlation showed that most of the dimensions of Gratitude, Self Awareness, Vision, Virtuous Behavior and total Spiritual Intelligence were positively related with Life Skills. The shared variance varies from (6.22% to 20.46%). It indicates the degree of commonness between these variables or sub variables. While reviewing previous literature no research was found which examined the correlation between dimensions of Spiritual Intelligence and life skills. There were some studies which directly examined the relationship between Spiritual Intelligence and Life Skills. Some previous findings which were indirectly related with such as Lang and Gerwig (1989), Smith (2004), George (2006) found that creation of understanding between individuals and management of changes and removing obstacles through Life Skills are among the applications of Spiritual Intelligence in workplace. Kelder et al (1992) observed that vulnerability to negative environmental influence could be reduced by increasing Spirituality with particular emphasis on the need to teach adolescents specific skills such as Life Skills, Interpersonal skills, goal setting, self directed behaviour, skills of anxiety reduction and positive

thinking. Tisdell (2003) contended that spirituality is an important part of the human experience and to understanding how individuals construct meaningful knowledge through being critical in life. Few of the dimensions of Spiritual Intelligence and total Spiritual Intelligence were positively correlated with Life Skills. Studies by Mayer (2000) and Bude (2009), Beikman (1990), Gholami, Norouzi, & Azizi (2010), and Tilenoui (2010) pointed to a meaningful correlation both between spirituality and happiness, well being, life satisfaction, empathy and optimism and between spiritual intelligence and mental health, critical, creativity, and marital satisfaction. No research was found which studied correlation between life skills and dimensions of spiritual intelligence. Overall spiritual intelligence was reported as positively related with Life Skills. This above discussed gap also indicated the need to conduct research on the same.

References

- Amram, Y. (2009). The contribution of emotional and spiritual intelligences to effective business leadership. (Electronic version), unpublished doctoral dissertation, Institute of transpersonal psychology.
- Botvin, G.J. (1985). The Life Skills Training Programme as a Health Promotion Strategy; Theoretical Issues and Empirical Findings. 1(3), 1-23.
- Botvin, G. J., and Griffin, K.W. (2004). Life skills training: Empirical findings and future directions. *The Journal of Primary Prevention*, 25(2), 211-232.
- Baskaran, M. (2012). Effectiveness of Life Skills Training Programme on Promoting Self Awareness among Adolescents in PSG School edapatti, Coimbatore. *Proceedings of 4th International Conference on Life Skills Education*, Published by RGNIYD, Sriperumbudur, 609-612.
- Dimitrios, E. P., and Kavga, A. (2009). Evaluation of Life Skills in Students of Nursing: a Descriptive Study. *International Journal of Caring Sciences*, 2(3), 27-34.
- Dryfoos, J.G (1990). *Adolescents at risk: prevalence and prevention*; New York: Oxford University Press.
- Erikson, E. H. (1959). Identity and the life cycle. *Psychological Issues*, 1, 50-100.
- Emmons, R. A. (1999). *The Psychology of Ultimate Concerns: Motivation and Spirituality in Personality*. New York: Guilford.
- Emmons, R. A. (2000a). Is Spirituality an Intelligence ? Motivation, Cognition and the Psychology of Ultimate Concern. *The International Journal for the Psychology of Religion*, 10(1), 3-26.
- Emmons A. R. (2000). Spirituality and Intelligence: Problems and Prospects.
- George, M. (2006). Practical application of spiritual intelligence in the workplace. *Human Resource Management International Digest*, A (5), 3-5.
- Ghobari Bonab, Bagher; Salimi, Mohamad; Saliani, Leila and Noori Moghadam, Sana. (2007). Spiritual intelligence. *Research Quarterly Theological Seminary of New Religious Thinking*, 10, 125-147.
- Goodarzi, K. (2011). Interactive effectiveness of spiritual intelligence and teaching life skills on mental health of students of universities, case study of the Islamic Azad University of the unit of Borojerd. Ph.D Dissertation of psychology, Islamic Azad University, Tehran's unit of research and science.
- Holly et al.(2007).Preschooler social competence: Relations to family characteristics. *Teacher Behaviors and Classroom Climate*.
- Hamburg, B.A. (1989). *Life Skills Training: Preventive Interventions for Early Adolescents*. Report for the Life Skills Training Working Group. New York, NY. Carnegie Council on Adolescent Development.
- Hendricks, P.A. (1996).*Developing Youth Curriculum Using The Targeting Life Skills Model*. Ames, Iowa. Iowa State University Extension. Ongoing Publication.
- Himsl, R. (1973). A philosophical basis for life skills: A course In applied problem solving. In *Readings in life skills*. Edited by V. Mullen. Department of Manpower and Immigration, Prince Albert, SK, 201-209.
- Hajomini, Z., Fathi A. A., and Dibaei, M. (2008). The Effect of Life Skills Training on Emotional Reactions in Adolescents. *Journal of Behavioural Science*, 2(3), 263-270.
- Hartati, M.A.S., and Gusaptono, H. (2010). The Role of Life Skills Training on Self-esteem, Life Interest and Role Behaviour for Unemployed Youth. *Global Journal of Management and Business Research*, 10(1) Retrieved from <http://journalofbusiness.org>.
- Junge, S.K., Manglallan, S., and Raskauskas, J. (2003). Building Life Skills Through After School Participation in Experimental and Cooperative Learning. *Child Study journal*, 33. Retrieved from www.questia.com.
- Kelder, S. (1992). Models for effective prevention. *Journal of adolescent Health*, 13(5), 355-365.
- Khera, S., and Khosla, S. (2012). A Study of Core Life Skills of Adolescents in Relation to their Self-Concept Development through YUVA School Life Skill Programme. *International Journal of Social Science and Interdisciplinary Research*, 1(11), 115-118.
- Lang, C.L., and Gerwig, J.L. (1989). The Ever Growing Clover. *NAE4-H News and Views*, 42(4), 6-8.
- Maslow, A. (1987). *Motivation and personality*. HarperCollins, New York, 293.
- Meier, D. (1984). *Imagine that. Training and development journal*, 38(5), 26-29.
- Naderi, F. et al. (2009). The relationship between spiritual intelligence and emotional intelligence with life satisfaction of elderly. Islamic Azad University.
- Nair, N.K.C. (2005). Family Life and Life Skills Education for Adolescents: Trivandrem Experience. *Journal of Indian Association for Child and Adolescent Mental Health*. Retrieved from www.cogprints.org.
- Sagharvani, S. (2009). *Spiritual intelligence, the unknown dimension of humans*. 1st edition, Tehran, publications of Ahang Ghalam.

29. Smith, S. (2004). Exploring the interaction of emotional Intelligence and spirituality. *Traumatology*, 10 (4), 231–243.
30. Sallee, J.A. (2007). Perceived Effectiveness of Youth-Adult Partnerships on Enhancing Life Skill Development Through 4-H. dissertation, Oklahoma State University. Retrieved from <http://de.library.okstate.edu>.
31. Tillman, D. (1997). Living values: an Educational Initiative. New York: Brahma Kumaris World Spiritual University.
32. Vaughan, F.(2002).What is spiritual intelligence? *Journal of Humanistic Psychology*, 42 (2), 16-33.
33. Wigglesworth, C. (2006). "Why Spiritual Intelligence is Essential to Mature Leadership", *Integral Leadership Review* 6(3).
34. Yadav, P. and Iqbal, N. (2009). Impact of Life Skills Training on Self-Esteem, Adjustment and Empathy among Adolescent. *Journal of the Indian Academy of Applied Psychology*,35,61-70.
35. Zohar, D., and Marshall, I., (2000). *SQ: Spiritual Intelligence: the Ultimate Intelligence*. New York, NY, USA: Bloomsbury.
36. Zohar, D., and Marshall, I. (2001). *SQ: Spiritual intelligence the ultimate Intelligence*. London: Bloomsbury Publishing.
37. Zollinger, T.W., Commings, S.F., and Caine, V. (2003). Impact of the Life Skills Training Curriculum on Middle Sch