

International Multidisciplinary
Research Journal

*Indian Streams
Research Journal*

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RNI MAHMUL/2011/38595

ISSN No.2230-7850

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STUDY OF PUPIL TEACHERS' SPIRITUAL INTELLIGENCE IN THE CONTEXT OF SCIENTIFIC TEMPER



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ABSTRACT

The present research was conducted on pupil teachers to analyze their Spiritual Intelligence in relation to Scientific Temper. For the purpose a sample of 100 (50 male and 50 female) pupil teachers was selected from the B.Ed. Colleges affiliated to R.D.V.V University, Jabalpur by using random sampling techniques. Scientific Temper Scale constructed by Dr. K. K. Dubey and Spiritual Intelligence Scale constructed by Roquiya Zainuddin and Anjum Ahmed was used for collection of data. Results revealed that there is partial impact of Scientific Temper on Spiritual Intelligence of males, females and males & females taken together of high

and low Scientific Temper groups. There is significant gender difference on Spiritual Intelligence of male and female pupil teachers in relation to high and low Scientific Temper groups. It was concluded that Spiritual Intelligence of pupil teachers may be enhanced by Scientific Temper, for betterment of society.

KEYWORDS: *Spiritual Intelligence, Scientific Temper, Pupil Teachers.*

INTRODUCTION

Science is often accused of working against religion; this perception in common men's mind is formed because of the basic definition of science which requires experimental proof to believe on for any existence. This is completely against spirituals which moves by peace of mind rather than the existent of the fact. If the two things are contradictory than famous scientist Albert Einstein would have never said that, God can't play dice with the universe. Most of the scientist, like him, blindly believes on the God and for all, God is the entity who cannot be seen or perceived it can only felt in mind and heart, as Lord Krishna said in Geeta "I exist inside everyone, look for me inside you only." Lord Krishna also emphasizes the fact of science and said science is equally important as religion for the development of humans and one should move towards either science or enlightenment.

Spirituality is the knowledge of yourself as spirit/soul, and the understanding of your highest spiritual qualities and attributes, which are love, peace, purity and bliss. Spiritual Intelligence is the expression of these innate spiritual qualities through your thoughts, attitudes and behaviours.

Being spiritual means the ego has dissolved, virtue has been restored to character and spiritual values connect your inner and outer worlds (thought to action). It is the ability to see every other human being as soul/spirit, and thereby transcend all the false identities of race, colour, gender, nationality, profession and religion. It is in this awareness that we are then able to recognize and connect with the Supreme Power. 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.

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. A scientific temper also refers to an open, questioning, seeking mind, truth and accepts it when proven. A mind that is ready to consider that an alternative viewpoint could have merit, curious to understand the 'whys' and 'how's' of life while accepting that all questions may not be fully answerable. The defining characteristics of a scientific mindset are curiosity, logical ability, objectivity, criticality, emphasis on empirical evidence, open-mindedness, the ability to discern fact from hypothesis, ability to recognize self-limitation, and an interest in new developments. Both science and spirituality rely on, and benefit from, the mental attitude that is widely known as 'Scientific Temper'.

Both science and spirituality seek truth, both encourage experimentation and both are concerned with understanding the reality of creation and the cosmos. Spiritual intelligence expands your capacity and scientific temper is also deals with what one sees, hears and feels in reality or conceptually seeking the truth in real sense. Science education plays an important role in all round cultural and societal development of human kind and for evolving a civilized society today. The essence of scientific spirit is to think globally and act locally, since scientific knowledge is universal in nature while the fruits of science have some site specificity. Spirituality and science always sees the life differently and have vastly different solution. In present time where education is actually means to be educated in terms of science only, people are start taking spirituality a myth and religion a burden. Science made life for many quite easier and faster too, but moral values, ethics, tolerance, respect, forgiveness all are demolished day by day, and cut to cut competition in youths, this develop stress, depression, violence, non-tolerance among adults. We must understand the root cause of the problem, and the reason may be that, we are away from our culture traditions and spirituality. Science doesn't work against religion; it actually works as part of it and both of them works to improve our planet and our lives. 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. Spiritual development in children and youth set the tone for student tolerance and respect of others. Thus, to produce quality individuals, we need quality teachers. Effective teachers cannot be produced overnight. They need to be trained and evaluated in various aspects to make them the very best. An effective teacher will bring the development of a nation into greater heights and thus realizing a nation's aspiration. Therefore, present study analyzed that scientific temper of pupil teachers' have any impact on their spiritual intelligence.

OBJECTIVES

- ✦ To study the impact of Scientific Temper on Spiritual Intelligence of Pupil Teachers.
- ✦ To study the gender difference on Spiritual Intelligence, in relation to Scientific Temper of Pupil Teachers.

Hypotheses

- ✦ There is no significant impact of Scientific Temper on spiritual intelligence of Pupil Teachers.
- ✦ There is no significant gender difference on spiritual intelligence in relation to Scientific Temper of Pupil Teachers.

Methodology

•Research Design

Quantitative approach is applied in this study. Survey technique used to examine the impact of Scientific Temper on spiritual intelligence of pupil teachers.

•Sample

The present study was conducted on a sample of 100 pupil teachers (50 males and 50 females). Pupil teachers randomly selected from Private B.Ed. Colleges of Jabalpur District. Random sampling technique was employed for data collection.

•Tools Used

In the present study the following tools were used

- (i)Scientific Temper Scale by Dr. K. K. Dubey
- (ii)Spiritual Intelligence Test By Prof. Roquiya Zainuddin and Anjum Ahmed.

•Procedure

After finalizing the tools and receiving the consent of the principals, the pupil teachers of the B.Ed. College were requested to fill the Scientific Temper Scale and Spiritual Intelligence Test without omitting any item. All the completed tests were used for data analysis using statistical measures such as Mean, Standard- Deviation, and T-test.

Result Analysis and Interpretation

Hypothesis No. 1

There is no significant impact of Scientific Temper on spiritual intelligence of Pupil Teachers.

Table No-1.01

Comparative results of Spiritual Intelligence of Male Pupil Teachers of High and Low Scientific Temper Group.

Scientific Temper	N	M	S.D.	C.R.	'P' Value
High	16	302.56	20.8	1.73	>0.05
Low	16	286.62	30.3		

Degrees of freedom – 30

Minimum value for significance at 0.05 level–2.04

Minimum value for significance at 0.01 level–2.75

Table No- 1.02

Comparative results of Spiritual Intelligence of Female Pupil Teachers of High and Low Scientific Temper Group.

Scientific Temper	N	M	S.D.	C.R.	'P' Value
High	16	277.12	32.8	1.48	>0.05
Low	16	261.68	25.5		

Degrees of freedom – 30

Minimum value for significance at 0.05 level–2.04

Minimum value for significance at 0.01 level–2.75

Table No- 1.03

Comparative results of Spiritual Intelligence of Male and Female Pupil Teachers of High and Low Scientific Temper Group.

Scientific Temper	N	M	S.D.	C.R.	'P' Value
High	32	289.84	29.94	2.08	<0.05
Low	32	274.16	30.32		

Degrees of freedom – 62

Minimum value for significance at 0.05 level–2.00

Minimum value for significance at 0.01 level–2.66

It is clear from the results presented in table no's 1.01 & 1.02 that there is insignificant impact of scientific temper on spiritual intelligence of males and females of high and low scientific temper groups, since the obtained values of critical ratio's are 1.73 & 1.48 respectively, which are less than the minimum value for significance at 0.05 level of confidence. Whereas, results presented in table no 1.03, shows that there is significant impact of scientific temper on spiritual intelligence of males & females taken together of high and low scientific temper groups. The value of critical ratio is 2.08 respectively, which is more than the minimum value for significance at 0.05 level of confidence. The spiritual intelligence of male, female and male & female pupil teachers taken together of high scientific temper group is better than that of the low scientific temper. Thus, it can be inferred that there is partial impact of scientific temper on spiritual intelligence of male, female and male & female pupil teachers taken together. As such that hypothesis "There is no significant impact of scientific temper on spiritual intelligence of pupil teachers" is partially accepted.

Hypothesis No. 2

There is no significant gender difference on spiritual intelligence in relation to scientific temper of Pupil Teachers

Table No- 1.04

Comparative results of Scientific Temper of Male and Female Pupil Teachers of High Spiritual Intelligence Group.

Scientific Temper	N	M	S.D.	C.R.	'P' Value
Male	16	302.56	20.8	2.62	<0.05
Female	16	277.12	32.8		

Degrees of freedom – 30

Minimum value for significance at 0.05 level–2.04

Minimum value for significance at 0.01 level–2.75

Table No- 1.05

Comparative results of Scientific Temper of Male and Female Pupil Teachers of Low Spiritual Intelligence Group.

Scientific Temper	N	M	S.D.	C.R.	'P' Value
Male	16	286.62	30.3	2.52	<0.05
Female	16	261.68	25.5		

Degrees of freedom – 30

Minimum value for significance at 0.05 level–2.04

Minimum value for significance at 0.01 level–2.75

The results presented in table no's 1.04, and 1.05 that there is significant gender difference on spiritual intelligence of male and female pupil teachers in relation to high and low scientific temper groups, since the obtained values of critical ratio's are 2.62 & 2.52 respectively, which are greater than the minimum value for significance at 0.05 level of confidence. The male pupil teachers of high and low scientific temper groups have better spiritual intelligence than that of females of high and low scientific temper groups. As such that the hypothesis "There is no significant gender difference on spiritual intelligence in relation to scientific temper of pupil teachers" is not accepted.

CONCLUSION

There is gender difference among pupil teachers scientific temper in relation to spiritual intelligence. Male pupil teachers of high and low scientific temper groups have better spiritual intelligence than that of females of high and low scientific temper groups, M. P. Singh, Dr. Jyotsna Sinha also observed that SQ was comparable for both, male and the lady officers, with that of the males being very slightly higher. Thus, from above analysis, scientific temper enhances the spiritual intelligence of pupil teachers because both science and spirituality seek truth, both encourage experimentation and both are concerned with understanding the reality of creation and the cosmos.

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