

## A Comparative Study of Social, Spiritual and Cultural Intelligence of Trainees Among Teachers Training Colleges

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### Abstract

Education is the training given for individuals so as to develop the characteristic potentials inherent in each one of them. All cannot be molded in the same cast and such type of uniform education for all is useless and futile. The pattern of education as practiced in India today comprises four major stages namely primary, secondary, higher secondary and higher education. The main aim of this research paper is to focus on the level of cultural, Social, Spiritual intelligence of trainees among teacher training colleges at B.Ed. & S.T.C level. Data were collected through the Standardized tool (Questionnaire) and Cultural intelligence scale (CIS) – Self made. Findings suggested that cultural intelligence is very necessary in the trainees in training colleges, because they create the abilities in the trainees in their profession.

**Keywords:-** Education, Social, Spiritual, Cultural, B.Ed., S.T.C., Teacher, Intelligence, Trainees

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### INTRODUCTION

“When learning is determined, creativity blossoms, when creativity blossoms, thinking originate, when thinking emanates, knowledge is fully lit, when knowledge is lit, economy superfluities.” says Abdul Kalam in his book **Indomitable Spirit**. Education is the process by which people acquire knowledge, skills, habits, values and attitudes. It unavoidably helps people to become useful members of the society. It develops an admiration of one's cultural heritage. Both parents and teachers help the learners to develop right attitudes,

habits and values that help adjust their character and remain with them throughout life.

The word education is also used to explain the results of the educational procedure. Education should help people to become helpful members of the society. It should also help them to develop an admiration of their cultural tradition and live more enjoyable lives. The most common way to get an education is presence school. Education teaches them how to act and help them to make society a better place to live in. It increases their knowledge and understanding of the world.

Education also helps people to adjust to change. It liberates human beings from the restraints of ignorance, privation and unhappiness. It must also lead to a non-violent and non-exploitative social system. School curriculum, therefore, has to aim at enabling learners to acquire knowledge, develop understanding and instill skills, positive attitudes, values and habits, conducive to the all-round growth of students' personality.

The term education does not have a definition of universal acceptance. There are numerous definitions of education and meanings that are suggested by these definitions. The origin of the word education is from the Latin root *Educare*. *Educare* means 'to lead out or to bring forth.' It implies that through prepared questions the knowledge, understanding and the potentialities of children have to be brought out. It is not pouring in knowledge pretentious that children are like empty vessels. Education, thus, means both the attainment of knowledge and experience as well as the development of skills, habits and attitudes which help a person to lead a full and valuable life in this world. It is, in fact, a process of teaching the individual through various experience of life so as to draw out the best in him.

### **AIMS OF EDUCATION**

Educational thinkers like Sir Percy Nunn (1870-1942) advocate that the chief aim of education is the enfoldment of individual personality. The progress of

great nations is because of individuals. Hence individuality must be given full opportunity for fulfillment. Adams also states that education is the endeavor to help one for self-realization. Education is the training given for individuals so as to develop the characteristic potentials inherent in each one of them. All cannot be molded in the same cast and such type of uniform education for all is useless and futile.

### **STRUCTURE OF EDUCATION IN INDIA**

Development of citizens is development of the country. According to Swaran Singh committee, "Agriculture and education is subject of prime significance to country's quick growth towards achieving desired social-economic changes". For the progress of a country, education to all is important. The Constitution of our country under Article 45 ensures free and compulsory education for all children up to the age of 14. School as an agency of education shapes the character and develops the personality and intelligence of the individual. The pattern of education as practiced in India today comprises four major stages namely primary, secondary, higher secondary and higher education.

#### **1.Primary Education**

"Primary education is the first stage of necessary education. It is preceded by pre-school or nursery education and is followed by secondary education". The stage in which 6 to 10 year old children

begin their regular education is called primary education. Primary education covers standards one to five. It is at this stage that the child starts going to formal instruction and receives formal education. The major aim of primary education are achieving basic literacy and numeracy amongst all pupils.

## **2.Secondary Education**

It becomes necessary to study in deepness and detail what was learnt in primary education. Secondary education is the backbone of the country's entire educational programme. It gives desired direction to the nation's power. The major objective is to create future citizens with democratic values and to make them fit for higher education or vocational education or for employment. Mudaliyar commission report says that the objectives of education are the growth of democratic citizenship, vocational progress, development of personality, training for leadership, reorganizing of secondary education, developing technical education, co-education etc.

## **3.Higher secondary education**

The Indian Education Commission (Kothari Commission) recommended educational re-construction by introducing a broadly uniform pattern of 10+2+3 throughout the country. It is the deciding stage for students because at this stage one attains the mental growth that enables one to decide one's future. Students begin to

understand the diverse cultural and social system of the people living in different parts of the country. It also promotes equality, neighborhood, brotherhood and unity. Adequate arrangements will be made to give vocational teaching to the disabled. Commerce and Informatics are introduced in this stage so that the students can prepare for their future life.

## **4.Higher Education**

Colleges, universities and institutes of technology are the main institutions that make available higher education. Graduate, Post-graduate courses and research studies come below this. The aim of higher education is to discover the meaning of old knowledge and beliefs with the help of new inventions, to prepare suitable men and women for various occupations who would positively contribute to the growth of its nation, to enhance equality and social justice in social and personal life, to enable students to become mature enough to analyze any concept without fear and to make them interested in realizing the truthfulness of various things, to develop research attitude and reform the entire courses according to the needs, cultural heritage and vision of the country.

After consulting literature, journals, magazines and books I could not find more information regarding this topic. Hence I decided to choose this topic for further research work to enable the students and professional to enlighten the wisdom to promote this in further career.

That is why topic is selected by researcher because cultural intelligence is very necessary in the trainees in training colleges, because they create the abilities in the trainees in their profession.

### **Statement of the problem**

**“A Comparative study of social, spritual and cultural intelligence of trainees among teachers training colleges”s**

### **Objectives of the study**

In this study the following objectives are formulated:

- To study the level of cultural intelligence of trainees among teacher training colleges at B.Ed. level.
- To study the level of social intelligence of trainees among teacher training colleges at B.Ed. level.
- To study the level of spritual intelligence of trainees among teacher training colleges at B.Ed. level.
- To study the level of cultural intelligence of trainees among teacher training colleges at S.T.C.. level.
- To study the level of social intelligence of trainees among teacher training colleges at S.T.C.level.
- To study the level of spritual intelligence of trainees among

teacher training colleges at S.T.C.level.

### **Hypothesis**

The hypothesis will pay the way for selecting population, variables to be studied and the procedure of classifying the data. The investigator has framed the following hypothesis for this purpose.

- There is no major difference between urban and rural trainees at B.Ed. level in cultural intelligence.
- There is no major difference between in urban trainees between male and female at B.Ed. level in cultural intelligence.
- There is no major difference between in rural trainees between male and female at B.Ed. level in cultural intelligence.
- There is no major difference between urban and rural trainees at B.Ed. level in social intelligence.
- There is no major difference between in urban trainees between male and female at B.Ed. level in social intelligence.
- There is no major difference between in rural trainees between male and female at B.Ed. level in social intelligence.
- There is no major difference between urban and rural trainees at B.Ed. level in spritual intelligence.
- There is no major difference between in urban trainees between male and

female at B.Ed. level in spiritual intelligence.

- There is no major difference between in rural trainees between male and female at B.Ed. level in spiritual intelligence.
- There is no major difference between urban and rural trainees at S.T.C. level in cultural intelligence.
- There is no major difference between in urban trainees between male and female at S.T.C. level in cultural intelligence.
- There is no major difference between in rural trainees between male and female at S.T.C. level in cultural intelligence.
- There is no major difference between urban and rural trainees at S.T.C. level in social intelligence.
- There is no major difference between in urban trainees between male and female at S.T.C. level in social intelligence.
- There is no major difference between in rural trainees between male and female at S.T.C. level in social intelligence.
- There is no major difference between urban and rural trainees at S.T.C. level in spiritual intelligence.
- There is no major difference between in urban trainees between male and female at S.T.C. level in spiritual intelligence.

- There is no major difference between in rural trainees between male and female at S.T.C. level in spiritual intelligence.
- There is no major difference between the first year trainees at B.Ed and S.T.C Level in cultural intelligence.
- There is no major difference between the first year trainees at B.Ed and S.T.C Level in social intelligence
- There is no major difference between the first year trainees at B.Ed and S.T.C Level in spiritual intelligence
- There is no major difference between the second year trainees at B.Ed and S.T.C Level in cultural intelligence
- There is no major difference between the second year trainees at B.Ed and S.T.C Level in social intelligence
- There is no major difference between the second year trainees at B.Ed and S.T.C Level in spiritual intelligence

### **Technical terms**

**1.Culture** – “culture is a word for peoples ‘way of life’ meaning the way groups do things. Different groups of people may have different cultures. A culture is passed on to the next generation by learning whereas genetics are passed on by heredity. Culture is seen in people’s writing, religion, music, clothes, cooking and in what they do.”

**2.Intelligence** – “Intelligence has been defined in many different ways such as in terms of one’s capacity for logic, abstract thought, understanding self – awareness, communication learning, emotional



knowledge memory, planning, creativity and problem solving.”

### **3. Teachers and trainees –**

A teacher or trainees is an individual, other than a student, who is provisionally in the that field.

**4. Teacher-**“A teacher is person who delivers as educational program, assesses student participation in an educational program and administers or provides consistent and substantial leadership to an educational program.”

**5. Trainees** – “a trainee is someone who is employed at a low level in a particular job in order to learn the skills needed for that job.

A trainees is commonly known as a individual taking part in a trained program or a graduate program, with in a company after having graduated from University or college.”

**6. Social** – “social we mean of relative to, or characteristics of the experiences, behavior, and interaction of person forming groups. By social we also means to denoting or relating to human society or any of its subdivisions or living or preferring to live in a community rather than alone.”

**7. Spritual** – “this is concerned with sacred matters or religion on the church, “religious texts ,” “a member of a religious order,” relating to or affecting the human spirit or soul as opposed to material or physical things.”

## **8. Population**

“Population of any group of individuals that have one or more characters in common that are of interest to the researches, Population it may be all the individuals of a particular type or more restricted part of that group. The population of the present study includes B.Ed. and S.T.C. students of Rajasthan in Jaipur district.”

### **Method of Study**

Researcher has selected **survey method** for the present study.

**Survey method** is designed to obtain information concerning the current status of a given phenomenon. It is concerned with the existing conditions for relationships, prevailing practices current beliefs, points of view or attitudes, processes that are going on and their effects the developing trends.

### **Tools of Data collection**

Data were collected through the Standardized tool (Questionnaire) and Cultural intelligence scale (CIS) – Self makes

### **Statistics**

Three status were used in present study these are-

- **T- Test**
- **Mean**
- **SD**

### Sample

TRAINEE	AREA	GENDER	NO.OF STUDENTS
S.T.C	URBAN	MALE	100
		FEMALE	100
	RURAL	MALE	100
		FEMALE	100
B.Ed.	URBAN	MALE	100
		FEMALE	100
	RURAL	MALE	100
		FEMALE	100
	TOTAL	MALE/FEMALE	800

### Variable of the present study

1. Independent variable – independent variables of present studies are the cultural intelligence.
2. Dependent variable – in this study the dependent variables are the B.Ed. and S.T.c. trainees.

### Delimitations of the Problem

1. It is confined to those B.Ed. colleges of Jaipur District which are affiliated to Rajasthan university
2. It is confined to those S.T.C. schools of Jaipur District.
3. Research Scholar has been taken 800 students only for Research Work.

### Statistics used in the Problem

For the interpretation of data the researcher has used the following statistical measures:

#### **1.Mean**

$$\bar{X} = \frac{\sum X}{N}$$

Where in  
M = Mean

$\sum X$  = Sum of scores

N = Total numbers of students

#### **2.Standard Deviation**

After tabulating the scores in a frequency table standard deviation was calculated by the following.

$$\sigma = \sqrt{\frac{\sum d^2}{N}}$$

Where,

S.D. = Standard deviation

d = Deviation the mean

$\Sigma d^2 =$  Square the deviations and obtain the total necessary in the trainees in training colleges, because they create the abilities in the trainees in their profession.

$N =$  Total number of students

### **3. 't' Test**

In order to compare the two groups on variables, t-test was applied. This test requires the use of standard error of difference between two means which is calculated by formulae.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where in

$M_1$  – Mean of first group

$M_2$  – Mean of second group

$SD_1^2$  – Square of standard deviation of first group

$SD_2^2$  – Square of standard deviation of second group

$N_1$  – Total number of student of first group

$N_2$  – Total number of student of second group

### **Justifications of Topic**

After consulting literature, journals, magazines and books I could not find more information regarding this topic. Hence I decided to choose this topic for further research work to enable the students and professional to enlighten the wisdom to promote this in further career.

That is why topic is selected by researcher because cultural intelligence is very

### **Hypothesis Assessment**

Hypothesis that there was no difference in the effect of the methods, or that the result of the examination would reveal that the effects of the two methods were the same this type of hypothesis is commonly referred to as the **Null Hypothesis**, and means that there is no measured difference in the effects of the methods other than those arising from fluctuations in sampling or other random factors. In more precise statistical terminology this hypothesis should be stated that the two samples are from the same population (same method of instruction), or that the hypothesis that the true difference between the two mean scores obtained from the two methods is zero cannot be rejected.

### **SUGGESTIONS FOR FURTHER STUDY**

In view of results of the present study, the investigator puts for the following suggestions for further studies.

- Similar study could be conducted for teachers of CBSE schools also.
- This study may be extended to a large sample taking some more variables.
- The present study roofed Jaipur district. A comparable study may be conducted in the other districts of Rajasthan.



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