

RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND SPIRITUAL INTELLIGENCE OF TEACHER TRAINEES AT SECONDARY LEVEL

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ABSTRACT

The main aim of the present study was to investigate the relationship between family environment and spiritual intelligence of teacher trainees at secondary level from the Gadag district of Karnataka state. A total number of 200 teacher trainees were selected by using random sampling technique for analysis of data correlation technique as adopted. Family Environment Inventory standardised by Prerona Mohite and Spiritual Intelligence Scale (SIS) Developed by Santhosh Dhar and upindar Dhar respectively were administered to collect the required data and the proper objectives were framed and the null hypotheses were setup to test the objectives also the normative survey method was used. For analysis of data simple correlation technique was adopted. The procedure of data collection was also followed. The results of the study reveals that there is a positive and significant relationship between family environment and spiritual intelligence of male and female, rural and urban, government and private and arts and science teacher trainees studying in different training colleges at secondary level. Further, it shows that the mean scores of family environment is more than the spiritual intelligence of teacher trainees at secondary level.

INTRODUCTION

Among the various social groups, home occupies the first and most important place for the development of the individual. Family is the person's primary environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. Family environment is the most important institution for the existence and continuance of human life and the development of various personality traits. An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations, where they are neither threatened of being isolated from beloved persons nor deprived of love, respect and childcare. spiritual intelligence rely on the concept of spirituality as being distinct from religiosity. Robert Emmons defines spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment." He originally proposed 5 components of spiritual intelligence: 1. The capacity to transcend the physical and material. 2. The ability to experience heightened states of consciousness. 3. The ability to sanctify everyday experience. 4. The ability to utilize spiritual resources to solve problems. 5. The capacity to be virtuous. 6. The fifth capacity was later removed due to its focus on human behavior rather than ability, thereby not meeting previously established scientific criteria for intelligence. Frances Vaughan offers the following description: "Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world."

Objectives of the Study

The following objectives were framed for the present study

- To investigate the relationship between family environment and spiritual intelligence of male teacher trainees.
- To investigate the relationship between family environment and spiritual intelligence of female teacher trainees.
- To investigate the relationship between family environment and spiritual intelligence of rural teacher trainees.
- To investigate the relationship between family environment and spiritual intelligence of urban teacher trainees.
- To investigate the relationship between family environment and spiritual intelligence of teacher trainees studying in government colleges.
- To investigate the relationship between family environment and spiritual intelligence of teacher trainees studying in private colleges.
- To investigate the relationship between family environment and spiritual intelligence of arts teacher trainees.
- To investigate the relationship between family environment and spiritual intelligence of science teachers trainees.

Hypotheses

The following null hypotheses were set up to test the objectives of the present study.

- There is no relationship between family environment and spiritual intelligence of male teacher trainees.
- There is no relationship between family environment and spiritual intelligence of female teacher trainees.
- There is no relationship between family environment and spiritual intelligence of rural teacher trainees.
- There is no relationship between family environment and spiritual intelligence of urban teacher trainees.
- There is no relationship between family environment and spiritual intelligence of teacher trainees studying in government colleges.
- There is no relationship between family environment and spiritual intelligence of teacher trainees studying in private colleges.
- There is no relationship between family environment and spiritual intelligence of arts teacher trainees.
- There is no relationship between family environment and spiritual intelligence of science teacher trainees.

Method of the Study

For the present study normative survey method was adopted which is capable of rendering important service, as it determines the present trends and helps to solve current problems in practical way. It can suggest course of future developments and contribute to the advancement of knowledge. A total of 200 teacher trainees at secondary level were selected as samples for the present study by using random sampling technique. Family Environment Inventory standardised by Prerana Mohite and Spiritual Intelligence Scale (SIS) Developed by Santhosh Dhar and Upindar Dhar were the tools used for collection of data from teacher trainees of Gadag district. To collect the necessary data for the study printed copies family environment and spiritual intelligence scales were administered to teacher trainees from different training colleges. In pursuance of the objectives of the study as well as to test the hypotheses the correlation and statistical techniques were adopted and hence generalizations were achieved.

DATA ANALYSIS AND INTERPRETATION

Table 1: Correlation of Mean, SD and 't' Value between Family Environment and Spiritual Intelligence of Male Teacher Trainees

Variables	Mean	SD	Correlation Coefficient	t-value	p-value	Remark
Family Environment	172.2500	14.6110	0.4850	4.6862	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	317.5600	30.1301				
Correlation between Family Environment and Spiritual Intelligence of Female Teacher Trainees						
Family Environment	275.1000	12.0835	0.3453	0.4468	0.05	Sig. @ 0.05 level
Spiritual Intelligence	331.5400	31.5835				

It is observed from Table 1 that the obtained 't' value is greater than the tabled value at 0.01 level of significance ($r=0.4850$, $t= 4.6862$). This shows that there is a positive and significant relationship between family environment and spiritual intelligence of male teacher trainees. Obtained 't' value is greater than the tabled value at 0.05 level of significance ($r=0.3453$, $t= 0.4468$). It shows that there is a positive and significant relationship between family environment and spiritual intelligence of female teacher trainees.

Table 2: Correlation of Mean, SD and 't' Value between Family Environment and Spiritual Intelligence of Rural Teacher Trainees

Variables	Mean	SD	Correlation Coefficient	t-value	p-value	Remark
Family Environment	172.8529	17.3067	0.6432	4.7869	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	313.5000	29.0394				
Correlation of Mean, SD and 't' Value between Family Environment and Spiritual Intelligence of Urban Teacher Trainees						
Family Environment	171.9394	13.1452	-0.3090	2.5980	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	329.6515	30.6837				

It is understood from Table 2 that the obtained 't' value is greater than the tabled value at 0.01 level of significance ($r= 0.6432$, $t=4.7869$). This shows that there is a positive and significant relationship between family environment and spiritual intelligence rural teacher trainees. That the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r= - 0.3090$, $t= 2.5980$). This shows that there is a positive and significant relationship between family environment and spiritual intelligence of urban teacher trainees.

Table 3 shows that the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r= 0.6454$, $t= 4.7818$). This shows that there is a positive and significant relationship between family environment and spiritual intelligence of government college teacher trainees. The obtained 't' value is greater than the tabled value at 0.05 level of significance ($r= 0.3190$, $t= 2.5991$). This shows that there is a positive and significant relationship between family environment and spiritual intelligence of private college teacher trainees.

Table 3. Correlation of Mean, SD and Y Value between Family Environment and Spiritual Intelligence of Government college Teacher Trainees

Variables	Mean	SD	Correlation Coefficient	t-value	p-value	Remark
Family Environment	165.4029	27.3907	0.4856	4.7918	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	307.5000	20.0594				

Correlation of Mean, SD and Y Value between Family Environment and Spiritual Intelligence of Private College Teacher Trainees

Variables	Mean	SD	Correlation Coefficient	t-value	p-value	Remark
Family Environment	171.9996	13.1452	0.3090	2.5991	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	319.4000	16.9827				

Table 4 evidenced that the obtained 't' value is greater than the tabulated value at 0.05 level of significance ($t = 0.4089$, $t = 2.3671$). This shows that there is a positive and significant relationship between family environment and spiritual intelligence of arts teacher trainees. The obtained 't' value is greater than the tabulated value at 0.05 level of significance ($t = 0.3792$, $t = 2.8175$). This shows that there is a positive and significant relationship between family environment and spiritual intelligence of science teacher trainees.

Table 4. Correlation of Mean, SD and Y Value between Family Environment and Spiritual Intelligence of Arts Teacher Trainees

Variables	Mean	SD	Correlation Coefficient	t-value	p-value	Remark
Family Environment	271.9996	13.1452	0.4089	2.3671	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	219.4000	41.0826				

Correlation of Mean, SD and Y Value between Family Environment and Spiritual Intelligence of Science Teacher Trainees

Variables	Mean	SD	Correlation Coefficient	t-value	p-value	Remark
Family Environment	281.7801	22.8128	0.3792	2.8175	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	324.5000	31.4965				

RESULTS OF THE STUDY

- There is a positive and significant relationship between family environment and spiritual intelligence of male and female teacher trainees.
- There is a positive and significant relationship between family environment and spiritual intelligence of rural and urban teacher trainees.
- There is a positive and significant relationship between family environment and spiritual intelligence of government and private school teacher trainees.
- There is a positive and significant relationship between family environment and spiritual intelligence of arts and science background teacher trainees.

EDUCATIONAL IMPLICATIONS

Parental control and unhealthy environment showed negative relationship with academic success and competence. Educators as well as parents that there is a need to facilitate good quality of home with proper communicative and supportive environment to their adolescent children. Spiritual intelligence abilities to solve specific problems and helpful to people they should know their own spiritual capabilities.

CONCLUSION

On the basis of the results obtained in the present study the following conclusions were drawn. Male and female, urban and rural, government and private and arts and science teacher trainees secondary level found significant and positive correlation in respect of family environment and spiritual intelligence.

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Table 3: Correlation of Mean, SD and 't' Value between Family Environment and Spiritual Intelligence of Government college Teacher Trainees

Variables	Mean	SD	Correlation Coefficient	t-value	p-value	Remark
Family Environment	165.8529	17.3067	0.6454	4.7818	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	303.5000	20.0394				
Correlation of Mean, SD and 't' Value between Family Environment and Spiritual Intelligence of Private College Teacher Trainees						
Family Environment	171.9394	13.1452	0.3190	2.5991	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	319.6515	30.6837				

Table 4 evidenced that the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.4089$, $t = 2.5871$). This shows that there is a positive and significant relationship between family environment and spiritual intelligence of arts teacher trainees. The obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.3782$, $t = 2.8135$). This shows that there is a positive and significant relationship between family environment and spiritual intelligence of science teacher trainees.

Table 4: Correlation of Mean, SD and 't' Value between Family Environment and Spiritual Intelligence of Arts Teacher Trainees

Variables	Mean	SD	Correlation Coefficient	t-value	p-value	Remark
Family Environment	271.9393	13.1362	0.4089	2.5871	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	219.6514	40.6836				
Correlation of Mean, SD and 't' Value between Family Environment and Spiritual Intelligence of Science Teacher Trainees						
Family Environment	261.7801	25.8328	0.3782	2.8135	<0.05	Sig. @ 0.05 level
Spiritual Intelligence	326.3510	33.4965				

RESULTS OF THE STUDY

- There is a positive and significant relationship between family environment and spiritual intelligence of male and female teacher trainees.
- There is a positive and significant relationship between family environment and spiritual intelligence of rural and urban teacher trainees.
- There is a positive and significant relationship between family environment and spiritual intelligence of government and private school teacher trainees.
- There is a positive and significant relationship between family environment and spiritual intelligence of arts and science background teacher trainees.

EDUCATIONAL IMPLICATIONS

Parental control and unhealthy environment showed negative relationship with academic success and competence. Educationists as well as parents that there is a need to facilitate good quality of home with proper communicative and supportive environment to their adolescent children. Spiritual intelligence abilities to solve specific problems and helpful to people they should know their own spiritual capabilities.

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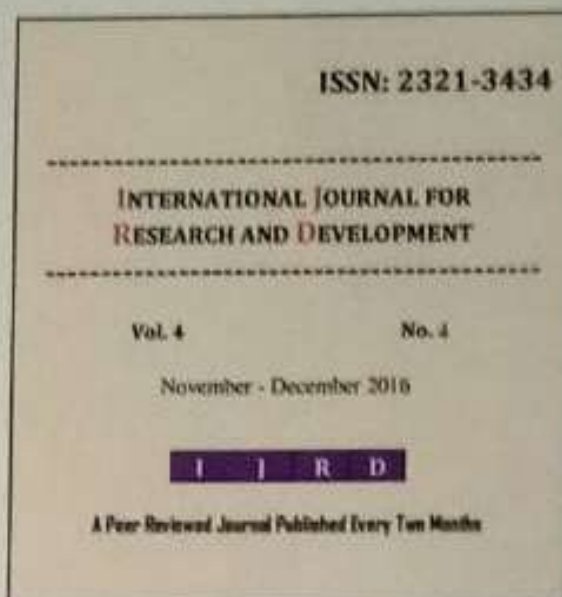
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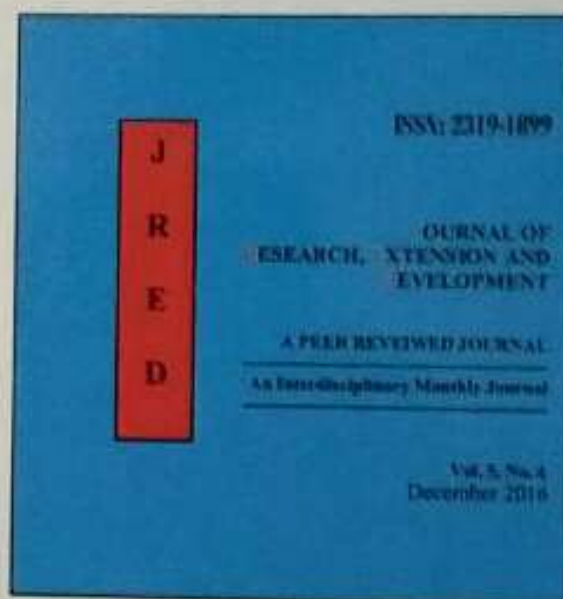


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