REVIEW OF RELATED LITERATURE

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REVIEW OF RELATED LITERATURE

2.1 PREVIEW

In this chapter the investigator has discussed the need for reviewing of literature in a research study and has reviewed the related literature which has reference to the problem selected for study. The collected literature has been arranged under two heads namely, the studies related to teacher education and studies related to spiritual intelligence.

2.2 NEED FOR REVIEW OF LITERATURE

Review of literature is the first and foremost necessity for any researcher to complete his research study successfully with 100% accuracy. To be precise, the researcher, even before selecting his research topic, should have a clear knowledge of the entire field in which his topic falls. What is the field about? What are the basic problems or advantages in the field? What are the researches done already in the field? What are the findings and suggestions of the researches? Whether the findings and suggestions have been taken positively and implemented in the field concerned in order to rectify the problems or to improve the standard by the department concerned? What are the recommendations of the researches for further investigations in the field? Is there any specific necessity to undergo the investigation in a point of time? Is there any scope for the research study? Whether primary and secondary data will be available for the study? Answers of these questions give a clear understanding to the
researcher to select his research topic. Selection of topic itself requires this much of basic knowledge of the particular field. With this background of knowledge, the researcher selects his research topic and moves to the next step.

The next crucial step of the researcher is to review the literature related to his topic. He has to find out the researches, related to his topic, already done in the past. Observation of the methodology used in the related researches helps to design the study. Getting familiarized with the literature helps the researcher find out what is already done and what methods will be useful in designing the study. It also helps the researcher proceed his research study in the exact directions to find out right solution for the problem taken for research.

The knowledge acquired by review of literature serves as a stimulant to the research scholars to think creatively. Review of research studies is a source of acquiring knowledge. It helps the researcher understand the problem he has undertaken for study, in a better manner and to tackle the problem in a scientific way with a different angle to get the solution. The literature available in any field is the foundation upon which the future researches may be constructed. Above all, knowledge gained through the literature review saves time and energy of the researcher. It helps him design the type of tools to be used to collect the desired information and responses, the population to be considered for the study, the samples to be selected, and to foresee the difficulties which will arise in the process of research study. In short, the insight gained by review of
related literature leads the investigator like a piloting ship in the voyage of research study.

2.3 STUDIES RELATED TO TEACHING APTITUDE

Huppes (2004) in his study on Emerging Concerns and Procedures Related to Education of Values, says the pilot projects in schools and teacher training institutes need the continuous support of a dedicated team of researchers to ensure the quality. It is self-evident that the philosophical background has also to be reflected in the research procedures. The guidance of the researchers should be inspiring and supportive. The aim is not to control, but to encourage; to develop together new structures and give space for experiments. It would be wonderful, if the authorities concerned would give a group of dedicated people from several departments, institutes and schools an opportunity to research, monitor and implement a pilot project in value-oriented education. The world urgently needs value-oriented education. The foundations of Indian culture and the Indian psyche are such that India could take the lead in developing this new educational model. He proposes a new approach to education, based on self-awareness and self-development of students and teachers.

The paper published by All India Association for Educational Research (2008) says it is almost six decades now when the research started in teacher education programme in India. The survey of educational research stands testimonial to it. In spite of it, they have not been able to find answer to various questions being raised in the classroom context. They have been limiting their research to the
teacher effectiveness or teaching competence. The steady stream of hardware and software that profoundly influenced the classroom learning has still not been properly researched to suggest measures to change the existing teacher training process. Further, the recent changes in the teaching learning process have never been explored. That is why the researchers in teacher education have been branded as problem blind. A bold step has been taken by the AIATE (being a body connected with research) by placing before the researchers some important areas of research in teacher education. Teacher education institutions need to undertake research and experimentation to make their training programmes more effective. 286 research topics are suggested in the article for the benefit of the researchers in teacher education.

Khaparde (2002) says in his research paper that significant aspect of educational development in India during the post independence period has been the continuous and sustained efforts to evolve a system of education relevant to the life, needs and aspirations of the people. After the country attained independence in 1947, systematic efforts have been made towards preparation of educational policies in India. The paper examines the nature of educational research in India and its implication for policy making and practice. It begins with the description of the system of education in India. The paper further presents a conceptual framework for undertaking policy research in education. The policy research may be related to its formation and implementation. The research can take the form of theoretical analysis, critique, field survey and studies, and case
studies. The results of this research provide feedback to the educational policy. An analysis of an educational research in India indicates that most of the research has primarily been of academic nature and rarely attempts have been made to conduct studies having policy implications. Input for the formulation of educational policy in India has mainly come from the reports of the Commissions and Committees, Five Year Plans, All India Educational Surveys, etc. The paper argues for undertaking researches on socially relevant problems having implication for policy and practice.

Metheny et al. (2000) in their research study say that the elementary teacher of the future will work with children who are surrounded by numerous technologies and confronted with an explosion of information. The teachers and the children will be unable to learn all the new technologies and all the information, because it will be impossible to keep abreast of all the new knowledge that will be created. These teachers of the future will need to be able to be lifelong learners and will need to help children become more independent learners. The teachers have to come in terms with their own proficiencies. They have to learn to recognize where weaknesses exist and to take action in these areas. They need to rethink their existing belief systems, question their own practices and knowledge of their subject and then work collegially to learn new skills.

Learning conference (2004) revealed that special emphasis on the assessment of learning achievements was given in the 1990s with the National Policy on Education specifying the Minimum Learning
Levels at the national level. The focus on learner achievement came about in an attempt to ensure that all children get education of a comparable quality. The formal system of teacher education that encompasses aspects of teacher training, teacher selection, etc has a direct bearing of what the child would actually learn in class, thus directly impacts the "quality of teaching learning" in a school. Teacher education has been a neglected area in our country with little literature available on efforts made to achieve quality in this domain. Therefore any attempt to put together information on the efforts carried out in the field met with marginal success. Stage - specific teacher education has been receiving serious attention in India. At the moment there are separate programmes for each stage, one for pre-primary teachers, for elementary teachers and for secondary teachers. There is a great debate going on in the country to have at least two more categories of programmes; one for the primary teachers and second for teachers teaching senior secondary classes.

Baveja (2004) points out in his research paper published in National Conference on Indian Psychology that dissatisfaction with teacher preparation is found all over the world. Remoteness between theory and practice has even greater implications for practising teachers, who anyway do not attribute their professional competence to the one year B.Ed Program. At the same time, this 'inertness' also impedes their professional development as they fail to connect with innovations and paradigmatic shifts in the field. In-service teacher education in the country is not better than the initial teacher preparation. Unless the ownership of educational reforms is assumed
by the large pool of practising teachers, all attempts towards improving education will fail. At the outset, there is a need to demystify the specialized discourse and locate the issues in the real educational settings; reconcile opposing positions and negotiate for effective practices; develop a discourse in teacher education which directly addresses important issues as they are experienced in the real settings rather than addressing them with fixed, preconceived notions drawn from disparate theories. Teacher needs to be seen as an active thinker capable of self development and striving for self-actualization.

Shankar (2008) points out in her article that the young boys and girls who aspire to become teachers change their decision in later years and choose lucrative jobs. It is really a sorry state of situation that they prefer lucrative jobs to the profession of shaping the minds of the young and fresh. An unruly generation, irate parents, frustrated grandparents, wrong role-models, lack of adequate play-time and hobbies shift the onerous burden of managing a class of 60 students in a single teacher's hands. Teachers during their training were trained to manage a cross-section of children, but with the so called education system in place, it is not possible to perform their duty satisfactory. Most of the teachers have chosen the teaching profession with out passion for teaching.

Rajput et al. (2001) say in their research study that the changing role of teachers and the changing definitions of teacher effectiveness have been increasingly studied and analyzed, with research undertaken and the outcomes being fed back into the system to facilitate the
process of education reform. The current focus of researchers, policy makers and practitioners with regard to teacher education is on the development of professional competencies, and on the most effective ways of achieving higher levels of commitment and motivation for higher-level performance on the part of teachers. In addition, important possibilities are arising with regard to current developments involving the new information and communication technologies. As a result, teacher education in India is on the brink of a major transformation.

Puri (2006) points out in her study that Teacher Education contributes significantly towards finding solutions to various problems of the nation like the problem of cultural reconstruction, emotional maturity, social problems, value and morality crisis, and economic problems. Lack of passion and aptitude towards the profession, insufficient time duration of the course, lack of flexible approach to plans and programmes, lack of orientation of Teacher Educators, and sub-standard Institutes of Teacher Education leading to malpractices of various kinds, are some of the barriers that slow down the growth of quality teacher education. It becomes evidently clear that the standard of Teacher Education is in a fix in India in spite of the increasing importance of the same. There is a need for modification in curriculum, encouragement to those involved in the field, continuous orientation and professional commitment to lead Teacher Education to Quality Teacher Education.
Adekoya (2008) points out in his research paper that teachers face great challenges in their profession not because that they are not knowledgeable about the subject matter or effective teaching methods but because they are not familiar with the individual differences of their learners or better still they ignore it, thinking that it will hinder the quick coverage of the syllabus. Teaching is the act of imparting knowledge and skills in an individual. Teaching is harnessing resources to achieve a set of teaching objectives that are useful to the learner and the society as a whole. Learning is the permanent change in behaviour of a learner as a result of his experience. There are temperamental differences in children and this affects their learning ability in the classroom. There are various ways of classifying temperament. So, the teacher should develop techniques to deal with each temperament.

Hootstein (1994) has come out with the finding from his study that student motivation is a major problem in classrooms. Many children are bored, inattentive, and unable to see much connection between schoolwork and their lives outside classrooms. The research on student motivation indicates that most approaches, evolved from expectancy-value theory. According to this theory, the intensity of motivation is determined jointly by the learner’s expectancy for success and by the incentive value of the goal. It is assumed that no effort will be invested in a learning activity, if either factor is missing entirely. This theory suggests that students can gain success, if they apply reasonable effort and appreciate the value of learning activities. A review of the research on motivational strategies
showed that teachers can design learning activities in more stimulating and valuable ways for children. Teachers may capitalize on four sources of motivation - student curiosity, challenge of the assignment, relevance of the content, and student sense of control.

Dyer (2003) in his study indicates the purpose of the formation of District Institutes of Education and Training (DIET). DIETs are started to provide regular in-service training for primary and upper-primary school teachers. A key challenge for this organization is to motivate teachers in government schools to adopt the 'joyful learning' and 'child-centred' approaches associated with the revised, competency-based school curriculum. These approaches all demand that teaching and learning be geared to the needs of each individual learner. It is crucial that teacher education rises to those challenges, since repetition and drop-out are closely linked with boring and teacher-centred schools. This is an important issue for social inclusion, as it is the government schools that serve the social groups who have so far been excluded from formal education.

Brodeur (1999) in his article remarks that it is difficult to define 'good teaching' but it is easy to define 'good teacher'. There are no fixed characteristics for a good teacher. But there are certain basic qualities that make good teacher and good teaching. Attitude is usually listed as an important attribute of a good teacher. An aptitude for learning and good communication skills is also usually considered important. Flexibility, a genuine liking for people, and the ability to get along well with other teachers are specific attitudes often
mentioned by school officials. Schooling or formal education in its most profound sense is about expanding and raising consciousness, not just about the mechanics of teaching and learning. The purpose of education is to liberate the individual, to free the student from the mean-spirited tyranny of ignorance, prejudice and self-consciousness. It is to liberate the soul simply and fundamentally from its limited and false concepts for a healthier and more peaceful life.

Vyas (1982) attempted to find out the relationship of success in teaching with teaching aptitude, attitude towards learning, age, academic achievement, intelligence, adjustment and self perception. A sample of 300 B.Ed., trainees was selected for the Study. The result showed that teaching aptitude, attitude towards learning, age, academic achievement and socio economic status were found to be significantly related to supervisor’s rating and University marks. Attitude towards teaching, age, academic achievement and intelligence were found to be contributing to the prediction of total achievement in the case of total sample.

Leigh (2003) studied the relationship between Teacher Pay and Teacher Aptitude in Australian National University. The study revealed the impact of pay on aptitude distribution of teacher has provided mixed evidence to the extent to which altering teacher salaries represents a feasible solution to the teacher quality problem. The relationship between average pay and teacher aptitude is positive and significant: a 1% rise in teacher pay is associated with approximately a 0.6 point rise in the average percentile rank of
potential teachers. The aptitude of potential teachers is also negatively associated with pay dispersion in non-teaching occupation, suggesting that earning inequality in the non-teaching sector may hurt teaching profession.

Gipson (1960) conducted a study on the Relationship of Teaching Aptitude to Age, Sex and Classification of Student at Southern University. The sample of the study constitutes 306 teacher education students of Southern University. The findings concluded that there is significant difference that exists among the teaching aptitude, sex, age and classification of students. Also it was felt that information on aptitude of students would contribute materially to the knowledge of students’ potential for teaching profession.

Janicki et al. (1980) investigated Aptitude Treatment Interaction (ATI) effects of variations in direct instruction. Two teachers each taught a week fractions unit to two classes of fourth and fifth grade students. Each other taught one class using direct instruction and other using a small group variation of direct instruction. Students completed aptitude measure at the end. Regression analysis on achievement showed significant ATI and significant teacher effects. Students who had positive attitude and an internal locus of control did better in small group variation, probably because they had some choice of activities and control over their learning. Teachers differed in effectiveness within direct instruction but did not differ within the small group variation.
Weaver (1981) in his study identified that, the test scores of education majors have always been lower than those of other majors. The decline in scholastic aptitude of prospective teachers is only of consequence, if it is related to the mastery of professional skills. Schools of education should recruit high aptitude students and make them aware of career options in education.

The Sixth Survey of Educational Research in India (1993-2000-Volume I) points out the 19 studies classified under the heading Teacher Effectiveness dealt with teacher effectiveness in relation to creativity, organisational behaviour, effects on children, adjustment, specific subjects and its problems. There is a single study on aptitude for teaching in which Pandya (1993) used his self constructed and standardized Teaching Aptitude Test to measure teaching aptitude of secondary school teachers of Gujarat in the context of some psychosocial variables like sex, area, vocational aspirations, leadership, emotional stability, radicalism, conservatism and socio-economic status. The findings of the study reveal that aptitude correlated with higher effectiveness of teaching.

Kaur (2007) conducted a study over a sample of 400 randomly selected teacher trainees from seven District Institutes of Education and Trainees of Delhi, to determine the relative predictive value of academic achievement, teaching aptitude and personality traits responsible for the success in elementary teacher training course. The major finding of the study is that teaching aptitude of student teacher has high relationship with all the indicators of success in the
Elementary Teacher Education course. The components of teaching aptitude namely 'Cooperative attitude' and 'Optimism' have contributed significantly to all the indicators of success. Personality traits of student teachers have also high correlation with the entire success indicators of the study is that teaching aptitude test and personality trait test have to be included in the entrance test conducted for admission in ETE course.

Kaur (2009) conducted a research study with the purpose to find out the impact of B.Ed. Programme on teacher trainees, who were doing B.Ed. from Punjab University, Chandigarh. The sample of 800 teacher trainees comprising 660 female and 140 males were selected randomly from colleges of education in Ludhiana and Moga district of Punjab. It was found out the B.Ed. Programme was effective in bringing positive changes in teacher effectiveness, teaching aptitude, attitude towards teaching and personality traits of prospective teachers. The B.Ed. Programme had more favorable effect on teacher effectiveness of female prospective teachers. The study revealed that male teachers were more tense and frustrated as compared to their counterparts.

Leigh et al. (2008) published a paper in which he pointed out the fall of teacher quality in Australia. Using the data available from various sources, the changes in teacher quality over the past 25 years were estimated. It was observed that there was a substantial decline in the academic aptitude of the typical teachers over this period. Between 1983 and 2003, the average percentile rank of those entering
teacher education fell from 74 to 61, while the average rank of new teachers fell from 70 to 62. The paper concludes that the factors responsible for the decline of teacher quality were the falling average pay for teachers and rising returns to aptitude in non-teaching occupations.

2.4 STUDIES RELATED TO SPIRITUAL INTELLIGENCE

Over the last few decades, theories of multiple intelligences have broadened our concept of intelligence beyond traditional cognitive, largely linguistic and logical abilities associated with IQ testing, to include emotional, creative, practical, social, existential and spiritual intelligences.

Emmons (2000b) says, “Much as emotional intelligence (EI) defines a set of abilities that draw on emotional resources, spiritual intelligence (SI) involves a set of abilities that draw on spiritual resources. Whereas spirituality refers to the search for, the sacred, ultimate meaning, higher-consciousness, and transcendence, spiritual intelligence (SI) emphasizes the abilities that draw on such themes to predict functioning and adaptation. Hence, just as EI can be differentiated from emotionality, SI can be differentiated from spirituality in general, spiritual experience (e.g. a unitary state), or spiritual belief (e.g., a belief in God).

In focusing the definition of SI on issues of meaning, Zohar et al. (2000) defines SI 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”. Zohar’s definition also highlights and hints at linking SI to a sense of connection to the wider and greater whole.

Overlapping somewhat with prior authors, Levin (2000) argues that SI is exhibited when we live in a way that integrates spirituality into our daily life. He suggests that the development of SI requires the recognition of our interconnection to all of life, and the capacity to utilize perceptual powers beyond the five senses including our intuition, which is seen as another level of consciousness and intelligence beyond analytical, linear, and rational thought.

Nasel (2004) defines 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”. He developed the Spiritual Intelligence Scale (SIS) as part of a doctoral dissertation. The SIS is a 17-item self-report measure of spiritual intelligence rated on a 4 point Likert scale from 1 (never) to 4 (almost always). The questionnaire items are all positively worded and designed to assess behaviours and attitudes rather than simple beliefs.
Dincer (2006) opines that Spiritual intelligence (SQ) means much more than spirituality. Spiritual intelligence is a way of thinking. It is what we use to cover our longing and capacity for meaning, vision and value. Also it establishes a dialogue between reason and emotion, between mind and body. Spiritually intelligent people can be seen performing different jobs, but especially spiritually intelligent educators are the most valued and preferred ones since the future of the world is shaping in their hands. Educators who want to gain a broader perspective on this issue can take a journey into their inner-selves by the help of integrating the skills of emotional intelligence with specific spiritual qualities. After gaining enough insight to the topic, educators then, they themselves can be the illuminators of tolerance, unity, understanding, love and peace. Since sharing knowledge is seen as the main purpose of educators, teaching how to be "happy in life" is also a job to be performed by educators.

Saidy (2009) published an article on ‘Influence of Emotional and Spiritual Intelligence among secondary school students. The article says Emotional and Spiritual Intelligence (ESI) is a key element in providing guidelines towards an individual's achievement especially students. One’s level of intelligence does not depend only on their level of intellectual intelligence. In fact it also depends on emotional and spiritual intelligence which is seen as the element that could influence a student’s level of achievement. ESI is also able to influence improvement of students’ value in order to produce a balanced individual as objectified by the National Education Philosophy. This paper discusses the importance of emotional and
spiritual intelligence from the National Education Philosophy towards language performance of secondary school students. Five dimensions of emotional intelligence namely aspects of self-awareness, self-control, motivation, empathy and social skills are being discussed in this study. The awareness of the needs to enhance secondary students' language skills through emotional and spiritual balance should be given emphasis in the current educational system.

White (2006) made a study on spirituality and the intellectual development of college students ‘The new leadership challenge in higher education’. The focus of this study is how educational leadership can respond to the emerging spiritual culture amongst college students in the United States as documented by the recent study published by the University of California - Los Angeles (UCLA) Higher Education Research Institute (HERI). The suggestion in this work is that the evolving notion of spiritual intelligence (SQ) is one way to meet this leadership challenge. Within this framework, SQ is critically analyzed, and a prescriptive model for leadership in institutions of higher education is presented as a means to conceptualize nurturing.

Serin (2009) published a paper on ‘The relationship between the primary teachers' teaching strategies and their strengths in multiple intelligences’. This paper aims to examine the relationships between the teaching styles and the multiple intelligence types of the primary school teachers in Izmir and Lefkosa. The study encompasses 245 subjects, 164 primary school teachers from Izmir and 81 primary
school teachers from Lefkosa. The results indicate that there are statistically significant differences between the primary teachers working in Izmir and those working in Lefkosa when the relationships between their strengths in multiple intelligences and the subcomponents of their teaching styles such as courageousness, being a model, and planning are considered. There is also a significant difference between gender and planning, but no significant differences between the multiple intelligence types and the other subcomponents of the teaching styles are found. The ‘t’-test results on the regression coefficient depict that variables such as spatial/visual, naturalistic, and interpersonal intelligences play a predictive role on teaching strategies.

Sozen (2009) made a research study on “comparison of the profiles of the potential teachers in different disciplines based on multiple intelligences theory”. In this study, the profiles based on multiple intelligence theory of a total of 908 potential teachers studying in Science, Social Sciences, Mathematics, Music, Art and Physical Education at Ondokuz Mayis University are compared. Multiple intelligences inventory which was taken from Saban has been used to determine the intelligence areas of the potential teachers. As a result of the study, according to the main disciplines studied by potential teachers and fields they graduated from high schools, some statistically significant differences have been found in their several intelligence areas. But according to their sexes, no statistical differences in any intelligence area have been found.
Neto (2008) made a research on Sex differences in self-estimation of multiple intelligences among Portuguese adolescents. This study investigated the relationship among sex, attitude towards intelligence, and self-estimation of multiple intelligences for self and parents among Portuguese adolescents in secondary schools. Two hundred and forty two adolescents estimated their own and their parents' IQ scores on each of Gardner's 10 multiple intelligences. They also answered six simple questions concerning intelligence and intelligence tests. There were various sex differences in self-estimated IQ: males rated themselves higher on overall, mathematical, spatial, intrapersonal, spiritual, and naturalistic IQ compared with females. Multiple regressions indicated that verbal, logical, and intrapersonal intelligence were significant predictors for self and parents overall IQ estimations.

Shearer (2004) published an article on “Using a Multiple Intelligences Assessment to Promote Teacher Development and Student Achievement”. This article addresses three interrelated propositions. First, a valid and reliable assessment for the Multiple Intelligences (MI) can be created. Second, teachers can use this MI profile to better understand, accept and create MI-inspired instruction and curriculum. Third, an MI profile can be used by both teachers and students to promote the use of strength-based learning activities to enhance instructional practice as well as personal development. Evidence gathered during two phases of research over a period of 7 years is supportive of these three propositions.
Chan (2003) carried out a research study on Multiple Intelligences and Perceived Self-Efficacy among Chinese Secondary School Teachers in Hong Kong. This study assessed multiple intelligences in a sample of 96 Chinese secondary school teachers in Hong Kong, and explored the consistency between these teachers’ multiple intelligences and their areas of responsibilities. Teachers typically reported relative strengths in interpersonal and intrapersonal intelligences and weaknesses in visual-spatial/bodily-kinesthetic intelligences. While there were no gender or age group differences, arts/music/sports teachers indicated greater strengths in musical intelligence when, compared with language and social studies teachers, and guidance teachers indicated greater strengths in both intrapersonal intelligence and interpersonal intelligence than did non-guidance teachers. Using the eight intelligences as predictors, teachers’ interpersonal intelligence was the significant predictor of their self-efficacy in helping others. The implications of these findings are discussed in light of the current Hong Kong education reform movement and the inadequacy of teacher education programs in Hong Kong.

Damasio (1994) a neurologist who has studied the links between cognitive and emotional intelligence, believes that intuition is the glue that holds together our conscious intellect and our intelligent action. There is a link between emotional intelligence and intuition. We speak of a “gut feeling” to show the connection between our intuition and the physical body. Intuition can flourish, given space and time for reflection. There is a difficult way that involves worry,
increasing effort and frustration all delay in making a decision. The easy way is to ease off, take a break, and trust that intuition will help to find a new direction.

Vaughan (2002) defines that spiritual intelligence is one of the intelligences that can be developed independently. It helps for the integration of the inner life of mind and spirit with the ruler life of work in the world. It can be cultivated through questing, inquiry, and practice. Spiritual experiences may also contribute to its development, depending on the context and means of integration. Spiritual maturity is expressed through wisdom and compassionate action in the world. Spiritual intelligence is necessary for discernment in making spiritual choices that contribute to psychological well being and overall healthy human development.

Berman (2006) the research scholar in University of Wales, points out in his study on “Journeying, Story Telling and Spiritual Intelligence” spiritual intelligence is the third form of intelligence when IQ and EQ are considered the first and second forms. IQ tests were developed by Binet early in the 20th century and were frequently used to assess the potential of children in schools until quite recently. Tests of this type, however, have now fallen into disrepute. All they test is linguistic and logical-mathematical intelligence and this traditional definition of intelligence is now regarded as too narrow. Other researchers in “neurotheology” (using brain imaging techniques to study spiritual contemplatives) have also observed that prayer and meditation can bring about a shift in brain activity associated with
such unitive experiences as “the presence of God” and “oneness with the universe”. The brain’s unitive experience emanates from synchronous 40 Hz neural oscillations that travel across the whole brain. According to Zohar, the 40 Hz oscillations are the neural basis of SQ, a third intelligence that places our actions and experience in a larger context of meaning and value, thus rendering them more effective.

Lim (2007) presented a paper on spiritual journey in which he makes a comparative study between two religious traditions. In various religious traditions, spirituality has inspired millions with enthusiasm and passion for experience of god. This experience is the most intimate and astonishing transformation of human being which is the moment of union with god, and living in boundless love of him. Though the notion of union with god sounds abstract as yet, according to the religious teachings, it is a mystical state that the faithful can easily experience. To reach that state, different and deeper kinds of spiritual exercises are constantly required which is the whole process of spiritual growth. For the most part knowing oneself is the first step irrespective of religion. Meditation and contemplation are known to lead one to realize the depth of the self and to clearly see a man as the lover or servant of god. This knowledge opens the way of surrendering the self to god, possible joining the divine love. Interestingly the concept of self-surrendering towards god is found both in Bhakti Yoga of Indian tradition and Christian mysticism.
Misra (2007) in her article ‘Spirituality and Peace’ says spirituality can be a voyage of peace technology. “Peace technology” is the new challenge of this millennium. With the advancement of different technologies of 20th century like information-technology, bio-technology, media technology, etc, in this 21st century man as a homo-sapien marching forward to its ultimate end - to get peace wholeheartedly, emerging the very term “peace technology”. To reach this point intuitive knowledge and spirituality act as a milestone. Spirituality is that conscious energy, keeping yoga as a technique in its heart, can act as a medium in the reunion of our ‘petty self’ (the existential energy) with that of the ‘universal self’ (the celestial energy) whole heartedly, which can help human being enjoy peace in their body, mind and soul. The element of spirituality is defined as the individual sense of peace, purpose, belief and meanings of life that reflect in the values and ideas one holds about each and everything.

Sisk (2008) has presented a paper on ‘Engaging the Spiritual Intelligence of Gifted Students’ in which she points out that engaging gifted students in the use of their spiritual intelligence provides opportunities for them to honour the meaning of life. The article introduces individuals who are providing training and programs in higher consciousness and presents strategies for encouraging SQ to develop and flourish in the classroom. Service-learning is examined as an opportunity for the development of the core values of SQ.

Lakdawala (2003) in his article ‘India Undergoes Spiritual Healing Renaissance’ states that the analysis of 42 research studies
investigating the role of religion in health in which 126,000 people were interviewed has also established that regular attendance at one’s mosque, church, synagogue or Buddhist monastery is related to a significantly longer life. Asfaque Memon, who suffers from mitral valve fibrillation (narrowing of the heart valve), has undergone open-heart surgery twice. On the third occasion, instead of surgery, he relied on meditation and prayers. “I offer Namaz (daily prayers) five times a day and recite the Noble Quran. This gives me peace of mind and keeps my heart stable”, said Memon. “It is now four years since I was advised to undergo surgery for the third time. By the grace of the Almighty, today I am stable”.

In fact, even a premier medical institution such as the All India Institute of Medical Sciences in New Delhi is now convinced of the positive effects of spirituality in healing. The cancer center at AIMS now regularly organizes ‘Art of Living’ courses for patients, as it feels these courses help its patients better cope with disease.

Premanand (2005) carried out a research to study the relationship between emotional intelligence and academic success. The study showed that academic success was strongly associated with several dimensions of emotional intelligence. The findings of the study reveals that intelligence namely emotional self-awareness, emotional self-control, trustworthiness, conscientiousness and visionary leadership had significant positive correlation with academic achievement of college students. Further, the results showed that the sub-dimensions of emotional Intelligence namely emotional self-
awareness, accurate self-assessment, emotional self-confidence, conscientiousness and visionary leadership had significant prediction capacity of academic achievement of the college students.

Selvaraj (2007) carried out a research on achievement motivation and creativity of college teachers and students'. The result of his research work is given in the following findings of the study. Emotional Intelligence and creativity are significantly correlated among college teachers. Male teachers are more emotionally intelligent. Difference in educational qualification of the teachers do not significantly influence their level of emotional intelligence. Experienced teachers are more emotionally intelligent. College teachers with high family income are more emotionally intelligent. College teachers dwelling in Urban area are more emotionally intelligent. Parental occupation is not a factor in the emotional intelligence of college teachers. Emotional intelligence and creativity are significantly correlated among the college students. Gender difference, marital status and parents’ occupation do not make any impact in the emotional intelligence of college students. Students with high family income have more emotional influence. Students dwelling in urban areas possess high level of emotional intelligence. The research study gives its implication that the educational programme’s design with the principles of emotional intelligence may facilitate the efficiency of the teaching process and help the students to be more successful in practical life.
Shani (2008) carried out a research study to find out the effect of emotional intelligence on management students. The findings of her study show that there is an effect of emotional intelligence in the decision making capacity and creativity level of management students. Students who have more emotional intelligence show very effective decision-making. There is significant positive relationship between emotional intelligence and creativity. Students from rural areas have higher level of emotional intelligence and effective decision making. The study shows the need for developing emotional intelligence along with other intelligences to make the students effective in decision-making and creativity.

Teo (2002) examined the concept of spiritual intelligence and discussed implications for school teachers and parents. The article suggests possible solution to boredom in children in the light of current literature. The main cause of boredom and loneliness among school children is hypothesized to be a lack of spiritual education in the holistic development of children. The implication of the article is that the teachers may like to help children under their care to set meaningful life goals and aspirations, choose to be happy at all times and to find like-minded peers. The teachers may help the students to meditate and develop virtues like selflessness and gentle in words and deeds. Teachers may help the students to develop insights, wisdom and learn to understand the meaning of life.

Chandak (2007) in her research study brings out the importance of awareness of spiritual intelligence for a happy and peaceful living.
The samples were selected from companies in India and USA. The study evaluated the impact of different dimensions of Spiritual Intelligence on different characteristics of Self-Empowered Leadership and its relevance to sustenance and survival of companies in 21st Century, and analyzed the responses of CEO’s of both India and USA, obtained by questionnaire and personal interviews, to assess the importance of Spiritual Intelligence for empowering the leaders of business and industry. The findings of the study show awareness and deep realization of the importance and impact of Spiritual Intelligence as the need of the hour, to secure long-term sustainable development and survival of the business and industries in 21st Century. The leaders have to train the current and future employees to develop their spiritual intelligence. The educationists may want to introduce and implement syllabus based on spiritual intelligence for the current and future students in India and Abroad.

Animasahun’s (2010) study investigated the extent to which intelligent quotient, emotional intelligence and spiritual intelligence would jointly and relatively predict prison-adjustment among Nigerian prisoners. A randomly selected five hundred prisoners from five prisons in Nigeria, comprising four hundred and fifty eight males and forty two females were the sample of the study. The study evidently proved that emotional intelligence and spiritual intelligence are far more important to adjustment processes and life success better than the intelligent quotient that has always been over-emphasized. Therefore parents, teachers, leaders, business executives and anybody in the position of authority should always encourage, motivate and
reinforce anybody who demonstrate high level of emotional intelligence and spiritual intelligence, because these are the real pointers to life success and overall adjustment.

Yang (2006) carried out a research study to define the profile of ‘nurses’ spiritual intelligence, among nurses in Taiwan. A cross-sectional descriptive study was designed and administered to 299 hospital registered nurses, who were distributed throughout metropolitan Taipei. The results of the study showed that nurses’ spiritual intelligence was centralized in a moderate degree, while trauma and childhood spirituality were either moderate or high. Age and childhood spirituality were the most significant variables affecting nurses’ spiritual intelligence, accounting for 61.4% of the variance in nurses’ spiritual intelligence. This study may contribute to a better understanding of the spiritual intelligence profile of nurses and may also help facilitate a program for nurses’ spiritual development as well as improve the quality of spiritual care.

Saad et al. (2010) in an attempt to study the impact of spiritual intelligence on the health of the elderly, carried out a research on 378 elderly people in Perlis, Malaysia. The primary objectives of the study were: (i) to identify the levels of spiritual intelligence and general health of the elderly; (ii) to examine the relationships between spiritual intelligence and health of elderly; (iii) to examine the differences in the level of spiritual intelligence and health based on selected demographic factors; and (iv) to predict the most dominant dimension of spiritual intelligence that affects health. Sets of questionnaires were
distributed to gather data. The findings showed that the majority of respondents were in good health, and had excellent spiritual intelligence. It also suggested that spiritual intelligence was positively associated with general health. Those who had higher levels of spiritual intelligence tended to have higher levels of health. The ability to conduct daily life with sanctification based on one's spiritual belief was the most dominant factor of good health. The study suggested that spirituality is related to health and has a positive effect on participants' overall health.

Crichton (2008) conducted a phenomenological study with organizational leaders based on their self descriptions. The study sought to ascertain whether spiritual intelligence functions in organizational leaders, how it functions, and to what extent it functions. Six organizational leaders ranging between 30-69 in age and between 2-12 years in leadership experience, who each oversee a minimum of five subordinates were, interviewed using open-ended, face-to-face interviews. The data was analyzed using phenomenological methodology and reported. The results demonstrated that (a) spiritual intelligence functions in the day-to-day responsibilities of organizational leaders; (b) spiritual intelligence functions differently for each leader; and (c) spiritual intelligence plays a prominent role in the leadership practices of spiritually intelligent leaders. Spiritual intelligence is used by organizational leaders to lead their organizations effectively, to enhance organizational productivity, and to influence the organizational culture.
2.5 SUMMARY OF REVIEW OF LITERATURE

India's biggest asset is its young, hungry and curious human resources. If it is perfectly guided, the nation will become the mighty force of the world even before 2020. The development of any country is depending upon its educational system. Teacher education is the integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. A good teacher's purpose is not to create students in his own image, but to develop students who can create their own image. It is crystal clear that education alone can develop the nation and its citizens. To educate the young children, devoted teachers are very much required. Perfectly designed teacher education curriculum has to be introduced in quality teacher training institutes. Importance has to be given for developing the teaching aptitude of the student teachers. It is Spiritual Intelligence with which we solve the problems of our life and find way for higher values. Spiritual intelligence will help the teachers in a long way to do their noble profession in a sacred manner.

A careful review of literature showed that there are not many studies carried out to assess the teaching aptitude and spiritual intelligence of student teachers. The Sixth Survey of Educational Research in India shows not even a single study is attempted in this area. Spiritual intelligence is the latest development of the multiple intelligences. Though there is a global awareness of Spiritual Intelligence, attempt to enhance it is yet to start, especially in the field of education. Since the topic 'Teaching Aptitude and Spiritual
Intelligence of Student Teachers’ is brand new to the educational research field of India, availability of research evidences are very little. The paucity of researches in this area indicates the need for the present study.