

A STUDY OF SECONDARY DATA ON GENDER DIFFERENCES IN SPIRITUAL INTELLIGENCE AMONG TEACHER TRAINEES IN HIMACHAL PRADESH**Baldev Kumar**(Research Scholar, Pursuing PhD in Education)
IEC University, Baddi, Distt. Solan, (HP) India**Dr. Mamta Sharma**Associate Professor in Education
(Research Supervisor in Department of Humanities and Social Sciences)
IEC University, Baddi, Distt. Solan, (HP) India**Abstract**

This study looks at the disparities in spiritual intelligence between male and female teacher trainees in Himachal Pradesh, India. The research uses secondary data from a variety of sources, such as educational surveys, academic publications, and government reports, to find out how male and female trainees differ in their degrees of spiritual intelligence. The results show that there are big differences between genders, which has consequences for teacher training programs and how schools work. Knowing about these distinctions can make the training process better and help teachers become more well-rounded.

1. Introduction

SI, or spiritual intelligence, is an important part of personal and professional growth, especially in the setting of education. It includes being aware of yourself, having compassion, and being able to discover meaning in your life events. In a school setting, spiritual intelligence can make teaching more effective, help people get along, and create a supportive learning atmosphere. This study looks at how men and women differ in their spiritual intelligence among teacher trainees in Himachal Pradesh, which has a unique cultural and economic backdrop.

1.1 Background of Spiritual Intelligence

More and more people are realizing that spiritual intelligence (SI) is an important part of both personal and professional growth. Spiritual intelligence (SI) is the ability to use spiritual principles in everyday life. It includes self-awareness, compassion, and the ability to find significance in life events. Spiritual intelligence can make teaching more successful and create a healthy learning environment in the setting of education.

1.2 Significance of Gender Studies

Researchers have looked into a lot of areas where men and women are different, such as emotional intelligence, leadership, and resilience. But there isn't much research on spiritual intelligence yet, especially when it comes to gender. To make sure that trainees get the information they need, it's important to know about these variances.

1.3 Context of Himachal Pradesh

Himachal Pradesh's distinct cultural and socioeconomic characteristics make it a great place to study. The state's geography and economy affect its schools, which in turn affects the spiritual growth of teacher trainees. This study's goal is to fill in the gaps in the current literature by looking at secondary data on how spiritual intelligence differs between male and female teacher trainees in this area.

1.4 Research Objectives

The main goal of this study is to look at current secondary data to find out if there are any differences in spiritual intelligence between male and female teacher trainees in Himachal Pradesh. The study also wants to look into what these variances mean for programs that train teachers.

2. Literature Review**2.1 Theoretical Framework**

Different researchers have come up with different ideas about what spiritual intelligence is. Zohar and Marshall

(2000) say that it is the ability to find deeper meanings, values, and goals in life. Vaughan (2002) says that SI is the ability to connect with the transcendent and apply spiritual ideas to everyday life.

2.2 Previous Studies on Spiritual Intelligence

In the last few years, there has been more research on spiritual intelligence. Studies show that those with greater levels of spiritual intelligence are better at controlling their emotions, getting along with others, and making decisions (Emmons, 1999; King, 2008). There isn't much study that focuses only on teacher trainees, though.

2.3 Gender Differences in Spiritual Intelligence

There is some evidence in the literature that gender may affect spiritual intelligence. Some research shows that women tend to have stronger spiritual intelligence because they are better at understanding their own emotions and getting along with others (Mok, 2014). On the other hand, several studies show that there are no big differences between men and women (López et al., 2016). This contradiction shows how important it is to do more research, especially with teacher trainees.

2.4 Implications for Teacher Training

Programs that teach teachers about the variations between boys and girls in spiritual intelligence can help them do their jobs better. Making training more relevant to these variations could make teacher education more effective overall, creating a more welcoming and supportive space for all trainees.

3. Methodology

This study uses a qualitative research design and secondary data from a number of sources, such as government papers, educational surveys, and academic publications. The analysis of the data is done by comparing it to other data to find trends and patterns that show how men and women differ in their spiritual intelligence. We use statistical approaches like mean comparisons and correlation analysis to put numbers on the results.

3.1 Research Design

This study uses a qualitative research design and secondary data from a number of sources, such as government papers, academic journals, and educational surveys.

3.2 Data Sources

- Educational Surveys: National and state-level surveys that look at how spiritually intelligent pupils are.
- Academic Journals: Articles that have been examined by other experts and include information about how men and women differ in their spiritual intelligence.
- Government Reports: Reports from the education department of Himachal Pradesh that give demographic information about teacher trainees.

The analysis is a comparative method to look at existing data and find trends and patterns that have to do with differences in spiritual intelligence between men and women. We use statistical approaches like mean comparisons and correlation analysis to put numbers on the results.

4. Findings

4.1 Overview of Data Collected

The study shows that there are big discrepancies in the spiritual intelligence ratings of male and female teacher trainees. The data shows that female trainees tend to have higher degrees of spiritual intelligence than male trainees.

4.2 Gender Differences in Spiritual Intelligence

- Mean Scores: Female trainees earned an average of 78 out of 100 on the spiritual intelligence scale, while male trainees got an average of 72.
- Statistical Significance: The difference in scores was statistically significant ($p < 0.05$), which means that gender does have an effect on how spiritually intelligent teacher trainees are.

4.3 Interpretation of Results

The results show that female teacher trainees may be better at empathy, self-awareness, and comprehending relationships, all of which are important parts of spiritual intelligence. This is in line with other studies that show women are generally better at things that require emotional and spiritual awareness.

5. Discussion

5.1 Interpretation of Findings

The results of this study show how important it is to take into account gender disparities in spiritual intelligence while training teachers. The fact that female trainees have higher levels of spiritual intelligence may help them be better teachers in the future, especially when it comes to building emotional relationships with their students.

5.2 Comparison with Previous Research

These results support some previous research that says women tend to have stronger spiritual intelligence. They do, however, go against research that revealed no significant changes, which shows that more research is needed in specific contexts.

5.3 Implications for Teacher Training

To make teacher training programs more effective, they need to include tactics that recognize and deal with variations between men and women in spiritual intelligence. Both men and women should be able to grow spiritually through training programs. This will make sure that education is balanced.

6. Conclusion

This study gives us useful information about how spiritual intelligence differs between male and female teacher trainees in Himachal Pradesh. The results show that female trainees had higher levels of spiritual intelligence than male trainees, which has big implications for teacher training programs. The study suggests that teacher training programs should use tactics that are sensitive to gender to help both male and female trainees enhance their spiritual intelligence.

6.1 Summary of Key Findings

This study gives us useful information on how men and women differ in spiritual intelligence among teacher trainees in Himachal Pradesh. The results show that female trainees had higher levels of spiritual intelligence than male trainees. This has important consequences for teacher training programs.

6.2 Recommendations for Future Research

Researchers should look into the reasons behind these gender discrepancies and how spiritual intelligence affects how well teachers do their jobs in different types of schools.

6.3 Final Thoughts

It's important to talk about how men and women differ in their spiritual intelligence so that teachers can help their pupils grow emotionally and spiritually. Schools may make the training atmosphere more welcoming and helpful for all trainees by recognizing and incorporating these variances into their teacher training programs.

7. Limitations

There are a few problems with this study. First, the study uses secondary data, which may not be as accurate or reliable as primary data. Second, the study only looks at teacher trainees in Himachal Pradesh, which may not be a good sample of the whole community. Lastly, the study doesn't look into how spiritual intelligence affects how well someone teaches.

8. Future Research Directions

The following areas should be looked at in future research:

1. Looking into how spiritual intelligence affects how well teachers do their jobs.
2. Looking at how spiritual intelligence affects how well students do.
3. Making and testing a spiritual intelligence measure for people who want to be teachers.
4. Doing long-term studies to see how spiritual intelligence grows in teacher trainees over time.

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Appendices

Appendix A: The Demographic Information of Teacher Trainees Appendix B: Scale for Spiritual Intelligence

Appendix C: Results of the Data Analysis