

**A STUDY OF THINKING STYLE AND SPIRITUAL INTELLIGENCE
OF B.ED.STUDENTS WITH RESPECT TO THEIR LEADERSHIP
TRAIT**

A Dissertation

*Submitted in Partial Fulfilment of Requirement of the Degree of
Master of Education*



Guide

Dr. Jaishree Das

Investigator

Ms. Yashika Taunk

Department of Education (CASE)

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara 390002

May, 2020

Department of Education

Centre of Advanced Study in Education
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara



CERTIFICATE

This is to certify that Ms. Yashika Taunk has conducted her dissertation work entitled “A STUDY OF THINKING STYLE AND SPIRITUAL INTELLIGENCE OF THE B.ED STUDENTS WITH RESPECT TO THEIR LEADERSHIP TRAIT” under my guidance and supervision for the partial fulfilment of the degree of Master of Education (M.Ed.) at Department of Education (CASE), Faculty Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. To the best of my knowledge, this dissertation is her genuine and original work. I find it satisfactory and fit for submission and evaluation.

(Dr. Jayshree Das)

Research Guide

DECLARATION

I Yashika Taunk, hereby declare that the dissertation entitled “A STUDY OF THINKING STYLE AND SPIRITUAL INTELLIGENCE OF THE B.ED. STUDENTS WITH RESPECT TO THEIR LEADERSHIP TRAIT” conducted and submitted by me for the partial fulfilment of the M.Ed. programme at The Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, is my original work and has not been submitted earlier either to The Maharaja Sayajirao University of Baroda or to any other institution for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

(Ms. Yashika Taunk)
Investigator

ACKNOWLEDGEMENT

I would like to thank and praise God, the almighty, for providing me this opportunity, granting me the capability, guiding me to proceed successfully, for answering my prayers and giving me strength to plod on during each and every phase of my life.

I am highly indebted to my guide Dr. Jayshree Das, Associate Professor, Department of Education, Faculty of Education and Psychology for her constant encouragement, patience, understanding and systematic guidance at every stage of dissertation.

I owe my sincere thanks to Prof. R.C. Patel, Head, Department of Education and Dean, Faculty of Education and Psychology who has been a source of constant support and motivation throughout the endeavour. He has always been supportive and lent a patient ear to all my problems.

I convey my sincere thanks to Prof. Ashutosh Biswal, who have constantly allowed the paper to be my own work, but steered me in the right direction whenever they thought I needed it.

I convey my gratitude to Deepa and Annaraja, Sharma and Biswal and Avoodaiammal for using the tools developed by them in the present study.

I wish to register my sincere thanks to all Principals of the college of Education in Gujarat State and Student-Teachers of the colleges who have been in of invaluable help in my pursuit.

I would also like to thank my friends, classmates and all the Ph.D. research scholars for helping me whenever I needed.

I sincerely want to express Gratitude to my parents and family for their support, kind co-operation and motivating to complete this dissertation as well as making it a great success.

Vadodara

Ms. Yashika Taunk

TABLE OF CONTENT

CONTENT	PAGE NO.
CERTIFICATE	i
ACKNOWLEDGEMENT	ii
DECLARATION	iii
TABLE OF CONTENT	iv-vi
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	viii

TITLE	PAGE NO.
CHAPTER I: CONCEPTUAL FRAMEWORK	1-26
1.0.0 INTRODUCTION	1
1.1.0 CONCEPT OF LEADERSHIP	3
1.1.1 ROLE OF LEADER	5
1.1.2 ORIGIN OF LEADERSHIP TRAITS	6
1.1.3 COMPONENTS OF LEADERSHIP	8
1.2.0 CONCEPT OF THINKING AND THINKING STYLE	10
1.2.1 CATEGORIES OF THINKING STYLE	12
1.2.2 DIMENSIONS OF THINKING STYLE	15
1.2.3 THINKING STYLE AS A LEADERSHIP TRAIT OF B.ED. STUDENT	17
1.3.0 CONCEPT OF SPIRITUALITY AND SPIRITUAL INTELLIGENCE	17
1.3.1 DIMENSIONS OF SPIRITUAL INTELLIGENCE	19
1.3.2 SPIRITUAL INTELLIGENCE AS A LEADERSHIP TRAIT OF B.ED. STUDENTS	21
1.4.0 RATIONALE OF THE STUDY	22
1.5.0 STATEMENT OF THE PROBLEM	24
1.6.0 OBJECTIVES OF THE STUDY	24
1.7.0 HYPOTHESIS OF THE STUDY	24
1.8.0 OPERATIONAL DEFINITIONS OF THE TERMS	25
1.9.0 DELIMITATION OF THE STUDY	25
1.10.0 SCHEME OF CHAPTERISATION	25

CHAPTER II: REVIEW OF RELATED LITERATURE		
2.0.0	INTRODUCTION	27
2.1.0	REVIEW RELATED TO THINKING STYLE	27
2.2.0	REVIEW RELATED TO SPIRITUAL INTELLIGENCE	32
2.3.0	REVIEW RELATED TO LEADERSHIP TRAIT	38
2.4.0	IMPLICATION OF REVIEW OF RELATED LITERATURE	43

CHAPTER III: RESEARCH METHODOLOGY		
3.0.0	INTRODUCTION	46
3.1.0	METHODOLOGY OF THE STUDY	46
3.1.1	POPULATION OF THE STUDY	46
3.1.2	SAMPLE OF THE STUDY	46
3.1.3	TOOLS FOR DATA COLLECTION	47
3.1.4	ANALYSIS OF DATA	48

CHAPTER IV: ANALYSIS AND INTERPRETATION OF THE DATA		
4.0.0	INTRODUCTION	49
4.1.0	DESCRIPTIVE ANALYSIS OF DATA	49
4.1.1	THINKING STYLE OF B.ED. STUDENTS ALONG WITH ITS DIMENSIONS	50
4.1.2	SPIRITUAL INTELLIGENCE OF B.ED. STUDENTS ALONG WITH ITS DIMENSIONS	54
4.1.3	LEADERSHIP TRAIT OF B.ED. STUDENTS ALONG WITH ITS DIMENSIONS	58
4.2.0	RELATIONAL ANALYSIS OF DATA	61
4.3.0	CONCLUSION	65

CHAPTER IV:SUMMARY, FINDINGS AND DISCUSSION		
5.0.0	INTRODUCTION	66
5.1.0	OVERVIEW OF THE STUDY	66
5.2.0	STATEMENT OF THE PROBLEM	68
5.3.0	OBJECTIVES OF THE STUDY	68
5.4.0	HYPOTHESIS	68
5.5.0	EXPLANATION OF THE TERM	68
5.6.0	OPERATIONAL DEFINITION OF THE TERM	69
5.7.0	DELIMITATION OF THE STUDY	69
5.8.0	METHODOLOGY OF THE STUDY	69
5.8.1	POPULATION OF THE STUDY	69
5.8.2	SAMPLE OF THE STUDY	69
5.8.3	TOOLS FOR DATA COLLECTION	69
5.8.4	ANALYSIS OF THE DATA	70
5.9.0	MAJOR FINDING OF THE STUDY	71
5.10.0	DISCUSSION	72
5.11.0	IMPLICATION OF THE PRESENT STUDY	73
5.12.0	SUGGESTION FOR FURTHER STUDIES	74
5.13.0	CONCLUSION	74
BIBILOGRAPHY		75-80
APPENDICES		81-88

LIST OF TABLES

TABLE NO.	LIST OF TABLES	PAGE NO.
4.1	Mean and Standard Deviation, Standard Error of Means and Maximum possible score wise distribution of thinking style of 179 (N) B.Ed. students along with its Dimensions.	50
4.2	Frequency and percentage wise distribution of B.Ed. students in terms of the levels of thinking style.	53
4.3	Mean and Standard Deviation, Standard Error and Maximum possible score wise distribution of Spiritual Intelligence of 179 (N) B.Ed. Students.	54
4.4	Frequency and percentage wise distribution of B.Ed. students in terms of their levels of Spiritual Intelligence.	57
4.5	Mean and Standard Deviation (SD), Standard Error (SE) of Mean and Maximum Possible score wise distribution of Leadership Trait of 179 (N) B.Ed. students along with its Dimensions.	58
4.6	Frequency and percentage wise distribution of B.Ed. Students in terms of the levels of Leadership Trait.	60
4.7	Coefficient of correlation, level of correlation and level of significance of Correlation between thinking style with spiritual intelligence of B.Ed.students.	62
4.8	Coefficient of correlation, level of correlation and level of significance of Correlation between Thinking style and leadership trait of B.Ed. students	62
4.9	Coefficient of correlation, level of correlation and level of significance of Correlation between spiritaual intelligence and leadership trait of B.Ed. Students.	63
4.10	Summary of Multiple Correlation of Thinking Style (TS) and Spiritual Intelligence (SI) on Leadership Trait (LT) of Secondary School Teachers with N=179.	64

LIST OF FIGURES

FIGURE NO.	TITLE OF FIGURE	PAGE NO.
4.1	Bar graph showing the Percentage Distribution of B.Ed. Students in terms of their Thinking style.	53
4.2	Bar graph showing the Percentage Distribution of B.Ed. students in terms of their spiritual intelligence.	57
4.3	Bar graph showing the Percentage Distribution of B.Ed Students in terms of their Leadership Trait.	61

LIST OF ANNEXURES

ANNEXURE 1	LEADERSHIP TRAIT SCALE DEVELOPED BY AVOODAIAMMAL (2018).
ANNEXURE 2	SPIRITUAL INTELLIGENCE SCALE DEVELOPED BY RAJESH AND BISWAL (2011).
ANNEXURE 3	THINKING STYLE INVENTORY DEVELOPED BY DEEPA AND ANNARAJA (2012).

CHAPTER I

CONCEPTUAL

FRAMEWORK

CHAPTER I

CONCEPTUAL FRAMEWORK

1.0.0 INTRODUCTION

Education is a life-long process by which an individual adapts himself/ herself gradually and gracefully to the available physical, intellectual, emotional, social and spiritual environments. It starts with the early childhood care education and ends at the graveyard through the processes like elementary education, secondary and higher secondary education, higher/ technical education, adult education and continuing education. There is a very significant role of a teacher in all these stages of education either in the images like, tutor, guide, mentor, knowledge worker, co-worker and so on. Hence, to carry out the process of education, teachers' all round development should also be considered very seriously at the pre-service level as well as continuously throughout his/her career. Hence, it is rightly said that teachers need to be creators of knowledge and thinking professionals. They need to be empowered to recognize and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop. (NCFTE, 2009)

The decision of becoming a teacher might be backed by our childhood wish or decision taken in later life. Teaching is one of the traditional and respectful professions taken up globally. Teachers are responsible for catering knowledge among students and young learners in a strategic manner in school, college, universities or academic institutions. Hence, the preparation of teachers is very crucial and important which is done by the system of teacher education. We have huge expectations from the teachers. Considering the role of teacher education system it is very rightly said that “ the teacher education system through its initial and continuing professional development programmes is expected to ensure an adequate supply of professionally competent teachers to run the nation's schools. Initial teacher education especially, has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the calling and as such has tremendous potential to imbue the would-be teacher with the aspirations, knowledge-base, repertoire of pedagogic capacities and humane attitudes”. (NCFTE, 2009)

Teachers alone can contribute and build a healthy academic system for a nation to grow. Teaching is recognized as noble profession and teachers are one who are building and shaping the future of the country in the classroom. Realizing the role and the status of teachers the National Policy on Education (1986) rightly emphasize: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Such exhortations are indeed an expression of the important role played by the teachers as transmitters, inspirers and promoters of man’s eternal quest for knowledge. Hence, it is necessary and important for teachers to possess leadership qualities. They need to have leadership traits like, vision, positive effect, risk taking ability, work ethics, logical thinking, reasoning and problem solving ability, self awareness and so on. Apart from the leadership traits, the teachers need to have a different thinking styles to handle different stake holder of the education system and even should have spiritual intelligence.

Leadership qualities are always influenced by thinking styles of a teacher. Basically there can be a teacher thinking in a convergent manner and other may be possess thinking ability in divergent manner. Convergent thinking is a type of thinking that focuses on coming up with the single well established answer of the problem. Thus a convergent thinking style leader uses critical thinking in problem solving by using standards and probabilities. On the other hand, divergent thinking is a process for identifying new opportunities, finding multiple creative ways to address intractable issues or abstract problems and challenging the situation. It encourages leader to think from multiple perspectives to open theoretically limitless options, followed by sense making that ultimately resulting in more innovative or breakthrough possibilities to address the challenge. Thus a divergent thinking leader is one who differs the judgements while looking for and accepting the diverse ideas and possible solutions.

Leaders are the person who needs to possess qualities that can achieve the goals by leading the group in appropriate manner. So, the teachers are the human resource who not only functions as a guide and facilitator for acquisition of knowledge but they are also inculcator of values and transformer of inner beings. When teachers are spiritually high then they are more responsible and loyal towards their work and students. Spiritual intelligence uses multisensory approach to access one’s inner knowledge to solve global problems. Spiritually intelligent teachers are well satisfied, helps to enlighten and guide future educational reforms and policies in relation to the holistic development of the individuals.

Spiritual Intelligence has its relevance in nurturing ones spiritual power, those who have complete control over senses become great leaders. Leaders should be a super soul, should be self-disciplined and self-controlled, in order to lead their life with an objective of serving others in a selfless success for all forms of lives across the globe. Spiritual intelligence is the intelligence with which we balance the meaning and value of life and place our life in a wider context. Spirituality in leadership means leading the group members not as a subordinate but as a fellow being. Spiritual leadership could lead up to a position of “serving others” rather than a “commander”. Such leaders are inwardly calm and they are able to face challenges eventually in a very stabilized or balanced manner. Hence, thinking styles helps a teacher to think in manner and spiritual intelligence gives meaning and value to life making the teacher an effective leader. The present study is an attempt in this direction to evaluate the leadership traits of future teachers with respect to their thinking style and spiritual intelligence.

1.1.0 CONCEPT OF LEADERSHIP

Leadership is the art of influencing people to attain group objectives willingly. Leadership is, What a minister does in his/her State, a captain does on the playground, the manager has to do in his/her organisation ? Leadership is basically a continuous process which can influence behaviours. It may be considered in context of having a mutual relationship between leader and his followers. Leadership is also a dynamic process which deserves an in-depth study. It is a relative process which involves interactions among leaders, members and sometimes external constituents. If a person has the desire and willpower then he/she can become an effective leader.

Leadership is a function of personality. Leadership, in other words can be a process of influencing the behaviour, actions, motives of a group of people and satisfying their needs, aspirations and expectations in the process of achievement of organisational objectives. It is the ability to guide, conduct direct or influence the followership for the purpose of achieving common goals or tasks. Here are some definitions of leadership.

Haiman (1950) "Leadership refers to that process whereby an individual directs, guides, influences or controls the thought, feeling or behavior of other human beings."

Alford and Beatty (1951) "Leadership is the ability to secure desirable actions from a group of followers voluntarily without the use of coercion".

Bennis (1966) "Leadership is the fulcrum on which the demands of the individual and the demands of the organization are balanced

Davis (1967) "Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goal."

Tannenbaum and Schmidt (1973) "Leadership is interpersonal influence exercised in a situation and directed, through the communication process, towards the attainment of a specialized goal or goals"

Davis and Newstrom (1989) "Leadership is a process of encouraging and helping others to work enthusiastically towards objectives."

Kouzes and Posner (1993) "Leadership is a reciprocal relationship between those who choose to lead and those who decide to follow..

Rao and Krishna (2002) "Leadership is a value-loaded term. To many persons, leadership connotes people being driven away by a hypnotic influence. Early notions about leadership dealt with it almost in terms of personal abilities."

Vasisht (2000) "The ability of individuals to influence the behaviour of others is referred to as leadership."

The core points that run through all these definitions and which constitute essence of leadership are as follows.

- a) Leadership refers to the ability of one individual to influence others.
- b) Leadership may be seen in terms of balance relation between the demands of an individual and an organization.
- c) Leadership is a continuous process of influencing and exercise to change the behavior of others.
- d) The followers work willingly and enthusiastically to achieve goals. Thus, there is no coercive force which induces the followers to work.
- e) Interpersonal influence exercised in a situation and directed through the communication process for the attainment of goals.
- f) Leadership is a group phenomenon. It involves interaction between two or more people where one decides to lead and other decides to follow.

1.1.1 ROLE OF LEADER

Leaders in all walks of life should have some basic qualities. They should be able to establish contact with their equals, deal with their subordinates and guide them, mediate in conflicts, resolve issues by weighing various alternatives, allocate scarce resources properly and take risks and initiatives.

The environment in which a leader is placed is important. The organisational culture, the economic and social set-up, the extent of unionisation and other factors may demand different types of leaders in different situations. A task-oriented leader, for instance, may be more successful in situations which are either very favourable or very unfavourable to him, while a relations- oriented leader may be more effective in intermediate situations.

Basically a leader is a person who encourages the subordinate to achieve the goal. Leader is a person who is open minded, approachable, has patience in listening, fair in dealing, consistent, reasonable and who has respect for all. Thus a leader strives willingly for high objectives and set high standards of performance for the co-worker. Following are the roles of a leader.

- a) Coach: Leaders have responsibility as well as a need to develop their follower to succeed in their own roles and mould them for the future roles.
- b) Facilitator: Leaders are ones who make the things easier for others. Leaders are the best communicator who many a times we can find them serving as a facilitator to help processes flow better and boost their productivity/output.
- c) Strategist: Leaders play an important role as strategist which is not only imbibed for the top level leaders in any institution but also for all. Leaders should keep the big picture in mind and plot what directions and approaches the team should use to reach the desired goals.
- d) Visionary: A leader has a far-sighted vision which is driven and inspired by what they want to achieve. Visionary leaders work hard for the greater good and keep themselves updated with time and change. Ensuring a vision for the future with perseverance and keeping everybody invested in the process is what a visionary leader does. A visionary leader does not hold back to take risks and unconventional decisions.
- e) Change agent: With respect to the strategy and vision, various circumstances comes that they need to change and be flexible. A leader needs to guide and champion the changes that they envisions and for the ones whom they have entrusted for leading.

- f) Influencer: Leader at various situations can be perceived as person who mediates or negotiates or even be an arbitrator. Thus a very important role of leader must constantly be of influencing others in a positive way.
- g) Team player: A leader not always play a role to lead others but in fact they also need to become team mate of the group that means should understand when to step out the leadership role and let the others take a lead.
- h) Decision maker: Leaders play an important role as a decision makers. They need to be decisive and make the hard choices. They need to be bold in taking rational decision in adverse circumstances when nothing is in their hand or in challenging/ adverse situation.
- i) Delegator: Leaders delegate the work to the team members both willingly and strategically to ensure that everything is done and trains the other teammates to take bigger roles.
- j) Listener: Leaders mistakenly think to do everything not by talking but also should need to possess qualities for being best like to talk less ,ask, listen and observe more.

1.1.2 LEADERSHIP TRAIT

The trait theory is one of the oldest theories in existence seeking to describe great leadership. It developed off the great man theory which was popularized by the Scottish philosopher and teacher Thomas Carlyle in 1840s.

Thomas Carlyle gave lectures on leadership in 1840 and recited highly influential figures of the society like Shakespeare, Napoleon, Cromwell and Odin. They became very popular and brought fore the idea that great leadership was based on certain endowments which the leaders possess. For a long time, this line of thinking about leadership continued till some theorists begin registering different perspectives of leadership.

In the year 1948, Ralph Melvin Stogdill made the conclusion of research and analysis including the work done by himself as well as other researchs spanning from 1907 to 1947. Stogdill complied many findings like, the number of a trait investigated was not directly related to its importance and the trait which was possessed by a leader must be relevant to the situation which means that leader in one situation may not necessarily be the leader in other situation. The traits which Stogdill concluded to be important for leadership were Intelligence, Alertness, Insight, Responsibility, Initiative, Persistence, Self-confidence and Sociability.

In the year 1959, Richard D. Mann, a professor at the university of Michigan conducted a study on leadership and its major findings focused about personality and leadership in small groups. His study suggested that the personality traits could be used to distinguish leaders from non-leaders. His work earns a place in history of trait theory. These traits are Intelligence, Masculinity, Adjustment, Dominance, Extroversion and Conservatism.

In the year 1974, Stogdill did more researches on leadership. Stogdill analyzed and compared the studies on leadership traits done between 1948 and 1970, where the major findings were that physical characteristics were not important for leaders, highly successful leaders always exhibit high levels of energy and lastly the potential to become leader is evident from an early age. Thus the second survey of Stogdill's represented that leadership traits signs of great achievement from early age. The traits that Stogdill's second survey concluded to be important for leadership are Achievement, Persistence, Insight, Initiative, Self-confidence, Responsibility, Cooperativeness, Tolerance, Influence and Sociability.

In the year 1986, Lord De Vader & Alligerre assessed findings of Mann. In their study, both the researchers applied meta analysis to find out about consistency of results from different studies but major focus was to identify the traits which significantly impacted on which basis people perceived leaders. The traits identified by these researchers as important for leadership were Intelligence, Masculinity and Dominance.

In the year 1991, Krickpatrick and Locke stated that leaders were very different from the non-leaders and this difference was in the traits they exhibited. They identified six traits as differentiating between leaders and other people. These are Drive, Motivation, Integrity, Confidence, Cognitive Ability and Task Knowledge.

In the year 2004, Zaccaro, Kemp and Bader felt the need to include social intelligence in the list of leadership traits to be studied. Social intelligence constituted of social awareness, social acumen and self monitoring. They concluded that the traits which were important for leadership must involve the combination of good levels of both cognitive intelligence and emotional intelligence. The traits they listed were Cognitive Abilities, Extroversion, Conscientiousness, Emotional Stability, Openness, Agreeableness, Motivation, Social Intelligence, Emotional Intelligence and Problem Solving skills.

1.1.3 COMPONENTS OF LEADERSHIP TRAITS

From the discussion on the leadership traits, following specific Components of leadership trait can be concluded out.

1. Integrity

It is an important leadership traits. Integrity is the quality of honesty and trustworthiness. People who adhere to a strong set of principles and take responsibility for their actions are exhibiting integrity. Leaders with integrity inspire confidence in others because they can be trusted to do what they say they are going to do. They are loyal, dependable and not deceptive. Basically, integrity makes a leader believable and worthy of our trust.

2. Social intelligence

It is one of the most important character strengthens to determine the success of leaders as leading the group in social nature. Through his/her interaction with the others, leaders motivate people to give their best efforts and align their behaviour with the goals.

3. Emotional stability

The leaders should possess characteristics like emotional stability that proves to be more effective in the long run because they are able to understand and control their emotions, as a results they become effective since they remain calm in time of crises, they manage their feelings and channel them in productivity. Thus, emotional stable leaders have a high degree of self-esteem which gives them confidence and is important complementary trait in a leader. It helps leaders to take rational decision.

4. Innovation and creativity

An innovative leader is not a creative genius with thought-provoking ideas but gives others the freedom to develop their ideas. You would always find people with great ideas who lack the will, determination, and fear of taking any actions. But innovative leaders are not one of them. Innovative people are always open to new ideas and discussions. They listen to everyone actively and also motivate others to think out of the box. This quality gives them an edge over others since they are always hunting for creativity and innovations.

5. Communication skills

Good leaders tend to be extremely good listeners, able to listen actively and elicit information by good questioning. They are also likely to show high levels of assertiveness, which enables them to make their point without aggression, but firmly. They know how to build rapport quickly and effectively, to develop good, strong relationships with others, whether peers or subordinates. These skills come together to help to build charisma, that quality of 'brightness' which makes people want to follow a leader. Leaders also need to know and possess the skill of how to give others their views on personal performance in a way that will be constructive rather than destructive, and also hear others' opinions. They are usually observed to be very good at effective speaking, equally skilled at getting their point across in a formal presentation or Board meeting, or in an informal meeting or casual corridor conversation. Hence, a leader needs to honed their ability to communicate in difficult situations, usually by practice over time.

6. Cognitive skills

Perhaps the most important skill a leader needs to possess is to be able to think strategically. This means, in simple terms, having an idea or vision of where you want to be and working to achieve that. The best strategic thinkers see the big picture, and are not distracted by side issues or minor details. A leader should be able to create a compelling vision, they must also be able to communicate it effectively to their followers, which is partly why communication skills are also vital to leaders.

7. Self- motivation

One of the essential leadership traits of good leaders is their ability to motivate others. Good leaders always motivate their employees and **boost their morale** when needed. They sail their boat smoothly, even in hazardous situations. They keep themselves self-motivated and set an example to follow.

8. Flexible

It is required that a leader should possess the ability to make or adapt to changes when necessary so as to remain relevant during different times. Flexibility as a leadership trait can be known as when a leader has ability to modify their style or approach to leadership in response to uncertain or unpredictable circumstances.

1.2.0 THINKING AND THINKING STYLE

Thinking is a cognitive ability and involves Problem-solving, decision making and reasoning. Problem solving involves finding an appropriate way to attain goal. Decision making comes when individual evaluate alternatives and make choices among them. Reasoning is logical thinking that uses induction and deduction to reach a conclusion. And there is a need to develop the skill of thinking among our students. Thinking is a process of mental exploration and internal representation of external events, belonging to the past, present or future and may even concern a thing or an event which is not being actually observed or experienced by the thinker. It is a pattern of behaviour in which we make use of internal representations (symbols, sign etc.) of things and events for the solution of some specific, purposeful problem as a result of our interests, directions, purposes and goals or accomplishments.

Thinking can be developed by adequate knowledge and experiences, adequate motivation, adequate freedom and flexibility, incubation, intelligence and wisdom, proper development of concepts and language, adequacy of reasoning process (Mangal, 2014). Thinking take place when we form concepts, engage in problem solving, to reason and make decisions. Development of thinking is possible when children are given freedom in teaching to think and when there is facilitation of free self-expression as a method to think. Types of thinking includes Perceptual or Concrete thinking, Conceptual or abstract thinking, Reflective thinking, Creative thinking and Critical thinking. A successful thinking mind is the successful living human being and so the world around of the present days and the future to come demand that all teacher are supposed to become not only effective but also skillful thinkers. Thinking validates existing knowledge and enables individuals to create new knowledge and to build ideas and explores the overt and covert, simple and complex, naïve and mysterious nexus among them which would lead to a victorious and jubilant achievement sprinting through the humps and hurdles. It entails reasoning, inquiring processing and evaluating information besides manipulating innovative, kaleidoscopic, and multifarious perceptions and possibilities. It also involves the capacity to plan, monitor and evaluate one's own thinking, and refine and transform ideas and beliefs. The Thinking Processes domain encompasses a range of cognitive, affective and meta-cognitive knowledge, skills and behaviours which are essential for students to function effectively in society, both within and beyond school.

As thinking style is concerned, it can be closely related with how individual gets the knowledge and proceed (Sunbul, 2004). The concept of thinking style was introduced to the

literatures in the year 1988 by American Psychologists as “Mental Self Government” in which they claimed that one can control or manage his or her daily activities in many different ways which are called “Thinking Style”. When it comes to thinking styles, they are viewed as significant behavioral variables by researchers. Thinking style can also be described as the thinking way that individual finds it more reliable and usable for themselves. Thinking way is not ability but a choice in itself. So there are no good or bad thinking styles but exists only the differences. Therefore, it can change depending upon the circumstances that problems having in that time (Sternberg,1994). Specifically thinking style mean that what a person prefers to do and how he/she likes to do it (Betoret,2007). According to Sternberg (1997), every human-being intrinsically engages in the act of constant thinking, but thinking processes may differ from person to person and a thinking process is often unique to a specific individual. Just as individuals differ according to their appearance, hobbies, preferences, styles and cultures, they also show differences in their cognitive initiatives (mental schema), as well as learning and thinking activities (styles). Differences in thinking styles often lead individuals to expose their skills in different ways and show different reactions.

Hence, every one of us has individual differences among ourselves and they are inborn. In the same way we as an individual employ different ways of thinking- some of us take a creative approach, while others are more analytic, some are focused on short term, while others think about the long term. Most of the people have a dominant mode of thinking which influences their learning and interaction with the world though they use all styles of thinking at varying degrees depending on the need to use such styles of thinking.

According to Sternberg (1997), the concept of thinking style has certain characteristics and they are about the meaning and use of the concept itself (as cited in Ariol, 2009). Sternberg suggests the following principles regarding the thinking styles.

- a) Styles are preferences, not abilities.
- b) Each individual has a profile of styles, rather than a single style.
- c) Styles may vary across tasks and situations.
- d) Individuals may show flexibility in the skills they have and the level of flexibility may vary from person to person. Flexibility in skills helps individuals adapt to different situations.
- e) Styles may experience a lifelong diversification.
- f) Styles are measurable.

- g) Styles are socialized.
- h) Styles are teachable.
- i) Styles are not good, normal or bad.
- j) Life preferences should be coherent with thinking styles as much as they are with skills.
- k) Styles that is valued in a time and place may not be valued in another.

1.2.1 CATEGORIES OF THINKING STYLES

Thinking styles are grouped under five broad categories based on the attributes like, functions, forms, levels, scopes, and leanings. In terms of the functions of thinking styles, these can be grouped as Legislative, Executive, and Judicial thinking styles.

- a) Legislative thinking style: This type of thinkers like doing things in on their own way. They prefer to work on tasks that require creative strategies like doing science project, writing, poetry stories or music, and creating original artworks.
- b) Executive thinking style: This type of thinkers like to be told that what they should do or how they should do. They prefer to work on tasks with clear instructions and structures. They like to solve problems, write papers on assigned topics, do artwork from models, build from designs, on the basis of assigned information.
- c) Judicial thinking style: This type of thinkers prefer tasks that enable them to analyse, judge, and evaluate and like to criticize others, write critical essays, give feedback and advice ideas.

In terms of the forms of thinking styles, these can be grouped in Monarchic, Oligarchic, Hierarchical and Anarchic thinking styles.

- a) Monarchic thinking style: This type of thinkers prefer to work on tasks that allow complete focus on one thing at a time, like to immerse self in a single project, whether art, science, history.
- b) Oligarchic thinking style: This type of thinkers prefer to work on multiple tasks in the service of multiple objectives, without setting priorities. They Like to devote sufficient time for reading comprehension items and may not finish standardized verbal ability tests.
- c) Hierarchical thinking style: This type of thinkers prefer to prioritise tasks and distribute attention to them according to their values. They like to budget time for doing homework so that more time and energy is devoted to important assignments.

- d) Anarchic thinking style: This type of thinkers prefer to work on tasks without norms and instructions. They like flexibility about what, where, and how to work. They like to write an essay in stream of consciousness form in conversation, jump from one point to another, start things but don't finish them.

In terms of level of thinking styles, these can be grouped into local, and global.

- a) Local level thinking: Local people prefer to work with details. They tend to notice the trees more than the forest(Focus on concrete ideas) . They like to write an essay describing the details of a work of art and how they interact.
- b) Global level thinking: This type of thinkers prefers to deal with wide and frequently abstract questions. They tend to see the forest more than the trees inside (Focus on abstract ideas). They like to write an essay on the global message and meaning of a work of art.

In terms of scope of thinking styles, these can be grouped as Internal and External.

- a) Internal thinking: This type of thinkers is usually introvert, reserved people with fewer social connections than others; as a result, prefer to work alone (Enjoy working independently). Prefer to do science or social studies projects on their own.
- b) External thinking: This type of thinkers tends to be extrovert, open, and with greater social and interpersonal inclinations (enjoy working in groups). Prefer to do science or social studies project with other members of a group.

In terms of Learning, thinking styles can be Liberal and Conservative.

- a) Liberal thinking style: This type of thinkers prefers to work on tasks that involve novelty and ambiguity (use new ways to deal with tasks). Prefer to figure out how to operate new equipment even if it is not the recommended way, prefer open-class settings.
- b) Conservative thinking style: This type of thinkers prefers to work on traditional tasks that must follow similar rules and procedures to these previously used (use traditional ways to deal with tasks). Prefer to operate new equipment in traditional way, prefer traditional classroom settings.

Another most important categories of thinking styles which is developed by Harrison and Bramson (1984) mentioned in Western Society. They are five types of thinkers.

1. **Synthesist Thinkers:** They are integrators, they like to discover two or more things that no other people may appear to have little of or no relationship at all and find ways to fit them into a new, creative combination. Synthesists tend to be interested in conflict and also like change - often for their own sake and might accept technology upgrades easily. Synthesists tend to pride themselves on their creativity.
2. **Idealist Thinkers:** The idealist mode of thinking is used by people who like to take abroad view of things and tend to be future-oriented. They also think about goals and are interested in social values. Idealists are like Synthesists in their focus on values rather than facts. Idealists like to be seen by other people as useful, supportive, open and trustworthy. When it comes to solving problems, Idealists are at their best in situations where the important things are values, judgment, feeling and emotions.
3. **Pragmatist Thinkers:** The motto of the Pragmatist is whatever works. They excel at finding new ways of doing things with the materials that lie at hand. They are apt to be interested in formulating strategies and tactics for getting things done and they often like to be liked, approved of, or at least accepted. The pragmatist approach is flexible and adaptive.
4. **Analyst Thinkers:** The Analyst approaches problems in a careful, logical, methodical way, paying great attention to details. Analysts analyze and judge things within a broad framework that helps to explain and arrive at conclusions. Want to be sure of things, to know what's going to happen next.
5. **Realist Thinkers:** The Realists' moto is facts are facts. Realists firmly believe that any two intelligent people, property equipped with eyes and other sense organ will at once on the facts. Without Agreement on the fact, Realist believes, thing do not get done. The Realist always wants to get things done by proceeding facts that are at hand, rather than by gathering ever more data as analysts do.

1.2.2 DIMENSIONS OF THINKING STYLES

Branton shearer (2009) in an investigation, tested an integrated model of multiple intelligence that would provide a verifiable and nuanced understanding of a full ranged of cognitive skills and ways necessary for high level of performance both in everyday life as well as in academia. Model named MIDAS(Multiple Intelligence Developmental Scales) was developed and it provides strong statistical support and propositions that is better to integrate Gardner's theory and Sternberg's theory to adequately describe the functioning underlying success and that can be identified in nine dimensions of thinking style.

1. **Interpersonal thinking:** Interpersonal thinkers are those who are very good in thinking about society. They understand and interact effectively with others. Interpersonal thinking involves effective verbal and non-verbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others and the ability to entertain multiple perspectives. They like to think about other people and try to understand them. This type of thinking helps to recognize differences between individuals and appreciate that different people have different perspectives. They make an effort to cultivate effective relationships with family, friends and colleagues.
2. **Logic-mathematical thinking:** Logic-mathematical thinkers calculate, quantify, consider propositions and hypotheses and carry out complete mathematical operations. It enables them to perceive relationships and connections and to use abstract symbolic thought, sequential reasoning skills and inductive and deductive thinking patterns. They are interested in patterns, categories and relationships. They are effective thinkers about numbers and can typically work through problems and issues in a systematic way.
3. **Linguistic thinking :**Linguistic thinkers can think in words and to use language to express and appreciate complex meanings. Linguistic thinking allows the individual to understand the order and meaning of words and to apply meta-linguistic skills to reflect on our use of language. It is the most widely shared human competence and is evident in poets, novelists, journalists and effective public speakers. Young adults with this kind of thinking enjoy writing, reading, telling stories or doing crossword puzzles.
4. **Intra-Personal thinking:** Intrapersonal thinkers can understand oneself and one's thoughts and feeling and to use such thinking in planning and directing one's life. They are aware of their own feelings and are self motivated. They enjoy self-reflection and analyse including day-dreaming, exploring relationship with others and assessing their

personal strengths. They clearly understand the basis for their own motivations and feelings.

5. **Spatial thinking:** Spatial thinkers analyze pattern prediction involving objects and their spatial relationships. Spatial thinking is the ability to think in three dimensions. Core capacities include mental imagery, spatial reasoning, image manipulation, graphic and artistic skill and an active imagination. Individual with this kind of thinking may be fascinated with mazes, jigsaw puzzles or spend free time drawing and traveling. Spatial thinking involves geometric thinking, engineering and architecture, astronomy, geography, informatics, modeling, video gaming and the arts.
6. **Musical thinking:** Individual with musical thinking can interestingly think about the music. They prefer to learn discern pitch, rhythm, timbre and tone. This thinking enables to recognize, create, reproduce and reflect on music. Interestingly, there is often an festive connection between music and the emotions. Thinking are usually singing or drumming to themselves. They are usually aware of sounds, others may miss.
7. **Naturalistic thinking:** Naturalistic intelligence deals with sensing patterns in and making connections to elements in nature. Using this same thinking people possessing enhanced level of this thinking may also be very interested in other species, or in the environment and the earth children possessing. This type of thinking may have a strong affinity to outside world or to animals, and this interest often begins at an early age. They enjoy subjects, shows and stories that deal with animals or natural phenomena. People possessing nature smarts are keenly aware of their surroundings and changes in the environment, even if these changes in the environment are at minute level. Often this is due to their highly-developed levels of sensory perception. Naturalistic thinking helps them to notice similarities, differences and changes in their surroundings more rapidly than others.
8. **Kinesthetic thinking :** Kinesthetic thinking helps to manipulate objects and use a variety of physical skills. This thinking also involves a sense of timing and the perfection of skills through mind-body union. People with kinesthetic thinking also think about movement. Kinesthetic thinking controls of one's bodily motions and capacity to handle objects skillfully. Kinesthetic thinking may be action oriented. It may also be tactile, motile and muscular. If the kinesthetic thinking is strong in a piece of writing. Something beyond its thinking and verbal facility is likely to grab at the gut level.

1.2.3 THINKING STYLE AS A LEADERSHIP TRAIT OF B.ED. TEACHER TRAINEE

A successful thinking mind is a successful living being and so in the world around of the present days and future day there is a demands that teachers need to be supported to become not only effective leaders, who leads the students but also to be a skillful thinker. Successful leaders are the one who are the visionaries, knows when to seize the opportunity and how to rally fellow members to work hard to achieved. Thinking as skills includes qualities like open mindedness, curiosity, reflective thinking, rational and logical reasoning, systematic in behavior, problem solving ability. Thinking of a teacher can be hypothesized in order to enhance learning outcomes and bring change in the behavior of the students.

Teachers who have higher level of thinking can present a better improvement in their behavior, critical thinking, judicial thinking, legislative thinking and analytical thinking and reflective thinking. The teacher also tends to create a learning atmosphere in which students are allowed to evaluate different views. The teacher as an leader should consist of thinking style as an leadership trait because it encourages the students to focus on bigger picture in respect to encounter issues related to learning task, encourage students to think outside the box, encourage students to infer by giving them real world examples, shape the young mind in basically three focused area-Career development, Competency development and Team effectiveness.

1.3.0 SPIRITUALITY AND SPIRITUAL INTELLIGENCE

Spirituality is all about ones relationship with one's higher self, deeper reality and people around. This real aspect of spirituality is not simply about developing social relationships but to realize the deeper essence of this connection being the intangible and more appropriately the spiritual one (Hyde 2008). Spirituality is defined by different scholars. The definitions of Mitroff & Denton (1999) and Dasgupta (2002) were found to be quite significant for the investigator. According to Mitroff & Denton (1999), Spirituality is the basic feelings of being connected with one's complete self with others and also with the entire universe. According to Dasgupta (2002), following were the ideas that were most frequently expressed for spirituality.

- a) Spirituality is highly individual and intensely personal; You don't have to be religious to be spiritual.

- b) Spirituality is the basic belief that there is a supreme power, a being, a force, whatever you call it, that governs the entire universe. There is a purpose for everything and everyone.
- c) Everything is interconnected with everything else. Everything affects and if affected by everything else.
- d) Spirituality is the feeling of this interconnectedness. Spirituality is being in touch
- e) Spirituality is also the feeling that no matter how bad things get, they will always work out somehow. There is a guiding plan that governs all lives.
- f) We are put here basically to do well. One must strive to produce products and services that serve all of humankind.
- g) Spirituality is inextricably connected with caring, hope, kindness, love and optimism.

There is another way of looking at the whole phenomenon of spirituality in context of various modes suggested by Miner et al. (2012). Modes of spirituality refer to the ways in which the dimensions of spirituality manifest themselves and include

1. Spirituality as an experience (Sensing):

Spiritual experience is that which enable, or enhance, greater personal integration within a framework of relationships by fostering exploration, conscious and otherwise, of identity and purpose, transcending the current level of self-knowledge and altering or regaining appropriate perspectives and values.

2. Spirituality as a trait (Seeking):

Spirituality can be a way of life that affects and includes every moment of existence. It is a contemplative attitude, a disposition to a life of depth, and the search for ultimate meaning, direction, and belonging" .spirituality as an unbound set of personal drives, behaviors, experiences, values and attitudes which are based on a quest for existential understanding, meaning, purpose and transcendence" Hence it can be said that spirituality as a process of seeking meaning and transcendence as part of one's enduring and stable aspects of personality.

3. Spirituality as a state (Attaining):

Spirituality as a relative attainment of meaning, transformation and connectedness in terms of one's state of being. This signifies outcome behavior of spiritual and is manifested in overall personal well-being. "Spirituality is that aspect of human existence that gives it, its 'humanness'. It includes vital dimensions such as the quest

for meaning, purpose, self-transcending knowledge, meaningful relationships, love and commitment.

On the other hand Spiritual intelligence is Growing importance of spiritual aspect of human existence has offered numerous possibilities for adaptive use for the overall well-being. These applied aspects of spirituality with reference to the functions of human intelligence have given birth to new form of intelligence called spiritual intelligence. Various psychologists have proposed specific criteria which are to be fulfilled by any emerging concept in order to qualify itself as a form of intelligence. Spiritual Intelligence is basically our access to and use of meaning, vision and value in the way that we think and the decision that we make.

Hence it can be said that Spiritual intelligence (SI) is the soul's intelligence connected to wisdom from beyond the ego, or conscious mind; it is our conscience, or the hidden inner truth. SI makes religion possible, but does not depend on any sectarian religion. Formal religion might help to get a mode of expression for SI, but a so called religious person, atheist, may not necessarily possess high SI; whereas an atheist or a humanist without being formally religious, might possess higher SI. It is an innate ability of the human brain and psyche; it is a facility developed over millions of years which allows the brain to find and use meaning in the solution of problems.

1.3.1 DIMENSIONS OF SPIRITUAL INTELLIGENCE

Considering the definitions of Spiritual intelligence by different scholars and analyzing the literature related to Spiritual intelligence the following dimensions of Spiritual intelligence were identified.

1) Self-awareness:

Self-awareness means how much an individual is aware of oneself, and about his/her various activities and dimensions related to his life High scores on this dimension indicates high level of self-awareness. In addition to self-awareness, it implies awareness of our relationship to the transcendent, to each other, to the earth & all beings. Spiritual intelligence opens the heart, illuminates the mind, and inspires the soul, connecting the individual human psyche to the underlying ground of being. It can be developed with practice and can help a person to

distinguish reality from illusion. It may be expressed in any culture as love, wisdom and service. E.g: I am satisfied in my personal life.

2) Spiritual practices:

This dimension of spiritual practices indicates the importance of spiritual practices in one's life. i.e. how much an individual believes in spiritual practices for successful and happy living and whether he follows any. High scores on this dimension will indicate a strong belief in the potency of spiritual practices, Spiritual practice includes developing intrapersonal and interpersonal sensitivity. Spiritual practices are necessary to control over the mind or senses. It increases our reasoning power and make our mind conscious. Eg: Meditation is better than medication.

3) Life style value:

This dimension deals with the values and beliefs and that guide a person's life. They represent the moral implications contingent on their behavior. A person high on life style value is likely to have strong ethical codes that may govern his behavior. Another thing is that if a person high on life style value is likely to have satisfaction in life, it also provides wisdom to a person. Life style values give peace of mind and make our stable. Eg: Peace of mind is the ultimate goal of life.

4) Equality:

This dimension measures the views a person holds about and given caste system in his/her life high scores indicates that the person believes in gender and caste equality. This will also show a person's belief in social justice and equality. Equality is an important dimension if a person does not believe in universal brotherhood it is very difficult to develop spiritual intelligence level in him/her. And there should be no bias for gender, colour, or caste. All should be treat equally then and then only equality can be possible. Eg: Women should be included in making process on political issues.

5) Spiritual values:

This dimension measures as to how far an individual subscribes to the above view by accepting the notion of true love as divine. The concept of love is not dependent on sex, but does not exclude it either. Rather, the idea of looking at 'love' as divine means that there may be an element of purity, piousness and a sense of oneness with the loved one. When divinity enters love is one of the most important dimensions of spirituality. Eg: Love is basic need of life.

6) Helping behavior:

This dimension measures the importance of helping behavior of the respondent. High scores on this dimension indicate that the person importance to helping others as a grace for divine life. He/she will be all rustic and have compassion for the needy. Helping behavior gives lots and lots of joy from inside. Helping nature makes our heart happy and healthy. E.g.: A service to humanity is service to almighty.

7) Ability to overcome suffering:

The ability to win one disappointing and difficult situations and use hard times as stepping stones for further evolvement. High score on this dimension indicates a better ability to use and overcome suffering. This concepts of 'Sthitpragnya' as explain in Gita which means to remain undisturbed by pain and suffering. E.g.: can easily cope with stress and suffering.

1.3.2 SPIRITUAL INTELLIGENCE AS A LEADERSHIP TRAIT OF B.ED. STUDENTS

The notion that the traits of leaders are inherited and therefore it can be said that leaders are born and not made. Teachers in the school can play a big role in training the potential leaders of the society by formal and informal techniques. Teachers can take a lead by putting self examples and regulate the behavior of students. The daily life practices like respecting others, fair and just treatment ,displaying care and concern, active listening, acknowledging contributions of others are emphasized as well as personal insights, experiences and belief system, helps to determine an individual's state of spiritual intelligence. Spiritual intelligence is in the realm of self-awareness and self-mastery, meaning and purpose, transcendence and expansion of consciousness. Spiritual intelligence enables the evolution of consciousness. Figures like Swami Vivekananda, JRD Tata evokes a sense of spirituality. Teacher as an spiritual leader should have attribute like compassionate pursuit i.e. the essential centering in the spiritual oriented leaders is from the depth of the "HEART" where one can conquer fear, conviction in solitude have deep connectedness and meaning, spontaneity in expression, vulnerability, resilience as well as endurance. The NCF (National curriculum Framework)emphasizes on assessment of not only logical And emotional intelligence but also an spiritual intelligence. Thus, teachers has the most important duty to make the child a citizen with morale values as well as an responsible individual.

1.4.0 RATIONALE OF THE STUDY

Under the aegis of National Council of Teacher Education (NCTE), various teacher education programmes are offered nationwide to cater the need of various levels of Education and it is doing efforts to improve the quality of teacher education programme in the country. It is professional preparation of teachers who are willing to be a part of the training programme. This professional programme aims at the development of teachers as a person with humane qualities and as an agent of social change by leading and shaping the future of society in the classroom. Hence, teacher should possess certain leadership traits such as physical factors (healthy mind and healthy body), psychological factor (cognitively how an individual thinks, perceives and remembers the information and phenomenon) and intellectual factors (personality such as consist of emotional, cognitive and most importantly spiritual aspects). Realizing the importance of teachers, NCTE stressed that “the teacher must be equipped not only to teach but also to understand the students and the community of parents so that children are regular in schools and learn. The Act mandates that the teacher should refrain from inflicting corporal punishment, complete the entire curriculum within the given time, assess students, hold parent’s meetings and apprise them and as part of the school management committee, organise the overall running of the school. (NCTE, 2009)

“Personal life of the teachers is of public importance”. Teacher must be an embodiment of values. The teacher has to select and present to the learner, the experiences which may lead to the fulfillment of her/his needs and the obligation to the society. An ideal teacher has to be ‘heavy enough’ to take care of her / his students’ not only intellectual environment, but also the emotional / social and the spiritual environments and lead them in the right direction - this makes a teacher - a ‘preceptor’ (GURU). A good teacher who is morally and spiritually a ‘model’ for the students, has practical ideas and convictions, which s/he puts into action regardless of consequences. A teacher in modern India is expected to be engaged in building the future of the country. S/he builds the future with the raw materials (ie. the mind of the young) given to her/him. “Everything depends on the teachers”- Whitehead (1929). It is evident that our former president of India Dr. Sarvepalli Radhakrishnan who were an educationist, an idealist philosopher and a political leader with spiritual compact ideology. Many eminent personalities like Swami Vivekananda, Gandhiji, Rabindranath Tagore and Jiddu Krishna Murthy were not only great philosophers but also were prominent and leading educationists, consist of leadership traits like divergent thinking and spiritually intellectual.

The National Curriculum Framework for Teacher Education (NCFTE 2009) elaborates preparing global citizens to bring about change in our education, knowledge, and values to meet with the global society for developing all citizens from intellectual, physical, emotional, social, moral and spiritual dimensions (p. 32). Thus the NCFTE also focuses on preparing a globally competent teachers in order to bring change in the society where a teacher plays a very important role for the same. The National Curriculum Framework of school education (NCFSE 2005) also emphasizes in encouraging, supportive and humane facilitator in teaching-learning situations to enable learners (students) to discover their talents, realise their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to function as responsible citizens; thus it suggests on holistic development of a learner in order to be a responsible citizen , the teacher needs to be competent in that respect.

Even, the University Education Commission (1949) emphasized that education should aim at the development of body, mind and spirit of each individual. Therefore, each individual in a democratic society needs to be recognised as a valuable asset and should be enabled to develop his/her potentialities in all dimensions and get adjusted to the society.

In schools, students negotiate with their shifting world, and teachers are instrumental in guiding them through their learning and life changes. To guide and to teach in such places, teacher judgement is crucial and, to exercise judgement, teachers must have enough degree of autonomy within the requirements of the ethics and law. Moreover, the ability of citizens to exercise judgement is crucial to maintaining democracy. Schools play an important role in helping students apply their judgement to function as autonomous thinkers in a democratic society (Naylor; 2011).

The investigator came across a study by Sharma(2012) and it was evident that thinking style and leadership qualities of B.Ed. teacher trainees are related with their physical, personality trait along with synthetic thinking of B.Ed. trainees, and physical, personalities, social and personal trait. Another study by Belousa (2005) and it was evident that teacher's critical, symbolic /imaginative and active involvement in the process of education primarily understood the as a spiritual journey. Thus ,both the study have a great emphasis on thinking style and spiritual intelligence that influences the leadership trait of a teacher. So in the present study the researcher is interested to conduct a survey in order to determine the

thinking style and spiritual intelligence as an important component of leadership trait of B.Ed. students.

1.5.0 STATEMENT OF THE PROBLEM

A Study of the Thinking Styles and Spiritual Intelligence of B.Ed. Students with their Leadership Trait.

1.6.0 OBJECTIVES OF THE STUDY

The present study was conducted with the following objectives.

1. To study the Thinking style of B.Ed. students.
2. To study the Spiritual Intelligence of B.Ed. students.
3. To study the Leadership Traits of B.Ed. students.\
4. To study the relation of Thinking style with Spiritual Intelligence of B.Ed. students.
5. To study the relation of Thinking style with Leadership Traits of B.Ed. students.
6. To study the relation of Spiritual Intelligence with Leadership Traits of B.Ed. students.
7. To study the relation of both Thinking style and Spiritual Intelligence with Leadership Traits of B.ED. students.

1.7.0 HYPOTHESIS OF THE STUDY

Following null hypothesis were formulated to be tested at 0.0 level of significance:

H₀₁: There will be no significant relationship between Thinking style and Spiritual Intelligence of B.Ed. students.

H₀₂: There will be no significant relationship between Thinking style and Leadership Traits of B.Ed. students.

H₀₃: There will be no significant relationship between Spiritual Intelligence and Leadership Traits of B.Ed. students.

H₀₄: There will be no significant relationship between Leadership Traits and the predicted Leadership Traits on the basis of Thinking style and Spiritual Intelligence of B.Ed. students.

1.8.0 OPERATIONALIZATION OF THE TERMS

Following terms used in the present study are operationally defined in terms of measurable and observable terms:

- a) Thinking style: Thinking style of the B.Ed. students is the score secured by him/her in the “Thinking Style Inventory” developed by Deepa and Annaraja(2012).
- b) Spiritual Intelligence: Spiritual intelligence of the B.Ed. students is the score secured by him/her in the “Spiritual Intelligence Scale” developed by Sharma and Biswal (2010).
- c) Leadership Trait: Leadership trait of the B.Ed. students is the score secured by him/her in the “Leadership Trait Tool” developed by [M.Avoodaiaammel@Abrami](#) (2018).

1.9.0 DELIMITATION OF THE STUDY

The present study was delimited to the English medium second year students of B.Ed. in the state of Gujarat.

1.10.0 SCHEME OF CHAPTERISATION

The present study follows the listed scheme of Chapterization.

Chapter I details the introduction of the present study along with all the taken variables. The chapter helps to build the rationale for the present study. The appropriateness of the study and the reason to conduct the study is presented in this chapter. The chapter also presents the details of the objectives of the study, the hypothesis, operational definition of terms and delimitations of the present study.

Chapter II gives a detail of the reviewed literatures in the field of thinking style, spiritual intelligence and leadership traits. This helped the researcher to prepare the implications of the review of related literature for the present study. It also helped the researcher to consider different methodological aspects for the present study.

Chapter III details with the methodology adopted in the present study. This chapter details about the design of the study, the population and sample, the procedure followed to select the tools used for data collection and the procedure of data analysis adopted.

Chapter IV provides details of the analysis and interpretation of collected data. The chapter also provides the findings of the present study and implications of the same.

Chapter V presents the whole study in a nutshell along with the major findings of the present study, the discussion on the results arrived at after the analysis, implications drawn from the present study and suggestions. It recapitulates important points and gives bird's eye view to the reader of the entire research work. This chapter is followed by the Bibliography and Appendices.

CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION

A systematic review of literature to the intended research study is vital in the process of research. It helps in clearing the dark clouds from the mind of the researcher and shows the silver lines. In other words review of related literature for any research study serves to enhance the understanding of its theoretical base and builds up empirical context within which the current piece of research can be placed.

In the present study the researcher has carried out the reviews in three categories. The first category consists of reviews related to thinking styles, the second category reviews are related to spiritual intelligence and the third category of reviews are related to the leadership traits. In the present study the researcher has made an attempt to understand the objectives, sample and the sampling techniques, research design, data collection tools, data analysis and the findings related to the study. With the help of the critical analysis of review of related literature, the implication of the related literature is developed for the present study.

2.1.0 REVIEWS RELATED TO THINKING STYLE

Michael (1991) conducted a study on thinking styles and training preferences of educational and corporate leaders. Ex-post facto research study explored the relationship between brain dominance and thinking style preferences of 76 educational leaders, drawn from Connnetiurt school district, and 76 corporate leader drawn from Altna life. Individual brain dominance was determined using Hermann brain dominance instrument, while training preference were identified through training perception survey. The analysis of data revealed significant differences between brain dominance means scores for educational and corporate leaders with preference shown for right and left hemisphere respectively. The finding show that the degree of dominance in various brain quadrants correlated with the degree of preference of training formats associated with those brain quadrants. Fewer differences were found between corporate males and females while there were no significant differences between educational and corporate males, moderate differences were observed between mean score of training perception. With respect to age, older corporate leaders demonstrated a stronger preference for the area of left brain hemisphere, while both educational and corporate leader

in the same age gap showed stronger preference for training formats associated with the left brain.

Jones (2006) did a study entitled “ Thinking style differences of female college and university presidents: A National Study”. The purpose of this study was to identify thinking style preferences of female college and university presidents and to determine if differences in thinking style exist with regard to the independent variables of Carnegie classification, institutional control, highest academic degree earned, academic background/specialty, age, and total years of presidential experience. The Inquiry Mode Questionnaire (InQ) and a demographic data form were distributed to all 595 female presidents with institutions classified as Associate’s or higher by the Carnegie system. Responses were received from 369 (62.02%), with 328 (55.13%) utilized for data analysis. Descriptive statistics, MANOVA and ANOVA tests were used to address the seven primary queries, with significance noted at $p < .05$. All but one primary null hypothesis was rejected using MANOVA tests. There is difference between thinking style and every independent variable with the exception of highest academic degree earned. Each null hypothesis was then applied to the five individual InQ thinking styles. ANOVA testing allowed for 20 of 30 subsequent null hypotheses to be rejected. A thinking style profile of female college and university presidents was developed. The Idealist and Analyst thinking styles were more preferred than the other thinking styles, with more than 75% of participants scoring highest in one of these two areas. There was a neutral preference for the Pragmatist, Realist, and Synthesist styles, with Synthesist being the least preferred style. Eleven conclusions could be established from this study, pertaining to female college and university presidents. These include (a) they are Idealist or Analyst thinkers, (b) differences between leadership style and thinking style, (c) differences between thinking style and Carnegie classification, (d) differences between thinking style and institutional control, (e) a predominant disciplinary specialty in Education, (f) differences between occupational choice and thinking style, (g) an aging workforce, (h) probability to be selected as president in their early fifties, (i) they have 9 years of experience as president, (j) there is customary expectation of a doctoral degree, and (k) Contingency Leadership Theory, in connection with and general Thinking Style Theory served as an appropriate theoretical framework.

Denise (2011) conducted a study on thinking styles and conceptions of creativity among university students. This research aimed to understand university students' thinking styles

and the relationship with their views of creativity. The Thinking Styles Inventory- Revised II was used to measure 13 thinking styles as defined in Sternberg's theory of mental self-government and the Conceptions of Creativity Scales was used to inquire students views about the conditions for evaluating creativity from six aspects: intelligence, knowledge, style of thinking, personality, motivation and learning environment. Significant relationships were identified between thinking styles and conceptions of creativity.

Ali Abdi (2012) conducted this study in order to investigate the relationship between thinking styles and critical thinking skills among the University students. Participants in the study were 207 students who were selected via multi-stage cluster sampling. Sternberg & Wagers thinking style inventory was used for assessing students thinking styles and their critical thinking skills were assessed by California critical thinking skills inventory. The result indicated that there was significant relationship between the thinking skills and the level of significance was 0.05. This means the students thinking style have the ability to predict their critical thinking skills. There was a positive and meaningful correlation between the executive thinking style and the total scores of the critical thinking skills. The important finding about the study was that the relationships between the thinking styles and the critical thinking skills lies not only in its contribution to the literature but also in its significant implication for education at the level of instruction and assessment as well as at the level of curriculum development and non-academic program development. So because of this thinking style contributes to the critical thinking skills, teaching that takes into account the thinking style which can lead to the development of critical thinking skills among the students.

Deepa (2012) The study was conducted to find out the influence of emotional intelligence and thinking style on the decision making of the B.Ed. students. The objective of the study was to find out whether there is any significant factor with the positive loading of variables namely self-awareness, self-management, social-awareness, relationship management, interpersonal thinking, logical-mathematical thinking, linguistic thinking, intrapersonal thinking, existential thinking, musical thinking, naturalistic thinking, kinaesthetic thinking and decision making of the distance education B.Ed. students. The study adopted survey method in order to find out the emotional intelligence and thinking style on the decision making of the distance education B.Ed. students. For data collection stratified random sampling method was used and 900 students were selected through this technique. The study was delimited to the distance education B.Ed. students of Tirunelveli, Tuticorin and

kanyakumari district. The tools used in the study was emotional intelligence inventory developed by Thomas and Annaraja, thinking style inventory and the decision making tools were developed by Deepa and Annaraja. The statistical tools used were Pearson correlation, measure of central tendency, T test, ANNOVA as well as Multiple correlation. The major finding of the study is that there is a significant factor with positive loading of variables like self-management, social awareness, relationship management, emotional intelligence, interpersonal thinking, linguistic thinking, intrapersonal thinking. Thinking styles holistic, control aesthetics, social resistance, instinctiveness, optimistic and decision making of the B.Ed. students. Thus, the factor analysis yields a single factor with considerable factor loading. This factor for the study is identified as cognitive self- management decision making.

Sharma (2012) conducted a study on thinking styles and leadership qualities of B.Ed. trainees in Kanyakumari district. The objectives of the study were to find out whether there was any significant difference between male and female B.Ed. trainees in their thinking styles and its dimension. To find out whether there was any significant difference between male and female B. Ed. trainees in their thinking styles and its dimensions. To find out whether there was any significant relationship between thinking styles of B.Ed. trainees and their leadership qualities and its dimensions. The findings revealed that there was no significant difference between male and female B.Ed. trainees in their thinking styles and dimensions. There was significant difference between male and female B.Ed. trainees in their leadership qualities and its dimension. There was no significant relationship between thinking styles of B.Ed. trainees and their physical, personality trait, but there was significant relationship between synthetic thinking style of B.Ed. trainees and physical, personalities, social and personal trait.

Orlando (2014) conducted a study on cognitive ability, thinking styles, emotional intelligence and their impact on academic performance. The study have modelled academic performance with variables such as motivation personality and learning strategies. The study considers the impact of emotional intelligence, thinking style and cognitive ability into one model academic performance. Evidence was found to demonstrate a significant correlation between the variables, the educators could incorporate strategies aimed at addressing different cognitive styles and levels of EI into their pedagogy. The purpose of this correlational study was to develop a model of academic performance. Linear regression and

correlation was used to examine relationship of thinking style, EI and cognitive ability to academic performance among the sample of 160 college student who completed SSIFT survey and mind time thinking style questionnaire. Results demonstrated that cognitive ability is a significant predictor of academic performance, a finding that supports the results of previous studies. The current study also found that the thinking style were significantly correlated with EI. Thus the resulting model provides that the teacher with better understanding of relationship between how one thinks, one's EI and one's ability to perform academically.

Yesim and Bunyanim (2014) did a study focusing on the thinking style of teachers, principals and inspectors. The objective of this study was to determine the thinking styles of teachers, principals and inspector who work in primary education. The thinking style inventory by Sternberg & wayer, 1992 and questionnaire design to obtain some demographic information, such as, age, gender school type and seniority about the teachers, school principal and inspector were administered as data collection instruments. Turkish version of the inventory consists of 65 items and 13 sub group and each item is scored through 7 point scale. The total number of participants was 737. Amongst those 542 were teachers, 77 were school principals and 55 were inspectors. There were basically 352 women and 322 Men. Descriptive statistics was employed to find out the first sub-problem of the research. One way ANOVA was employed for the second objective of the study to investigate whether the thinking style of teachers, School Principals and inspectors working at primary education institution varies. LSD post hoc test was performed to examine pair wise differences. Further T- test has been employed for each aspect of Thinking style to check whether the thinking style differed across gender and affiliation. The statistical software SPSS was used for all the data analysis. This research introduces practical implications for both school principal and educational manager. Education manager like teachers, school principals and inspectors working at primary education institutions should be informed about their thinking style, they must be encouraged to form their methods of teaching and assessment according to the students dominant thinking style as a result of academic achievement of the students can be increased by raising awareness of Thinking style of all the actors to play a critical role in education. Most frequent preferred thinking styles of teachers, managers and inspectors were hierarchic, executive and legislative while least common were conservative, local and global.

Rana (2015) conducted a study to know about the effects of culture, gender and stream on thinking style of school students. The population in the study comprised of all the senior

secondary students studying in the Tibetan and Indian school located in Himachal Pradesh. Sample was comprised to 555 11th and 12th standard senior secondary students of Indian and Tibetan culture. The sample was drawn by using random cluster sampling method. Only arts and science students were taken into consideration. Out of 555, 304 students were selected from 3 Indian senior secondary school and 251 students from Tibetan male senior secondary schools. Total number of males were 263 and females were 292 whereas total number of students from science stream were 316 and 229 were the students from the arts stream. In the study dependent variables consisted of 13 thinking styles and independent variable consisted of culture stream and gender. Descriptive survey method of research was applied as the aim was to describe what exist with respect to variables or conditions in a situation. As the purpose of the study was to ascertain the main and interaction effects of culture gender and stream on the thinking style of the students, a three-way analysis of variance technique was employed. Indian students showed greater preference for legislative, executive, local, liberal, conservative, hierarchic, monarchic and internal style than their counterparts. Tibetan students were higher than Indian in the use of Oligarchic style indicating the main effect of culture. Female students had significantly stronger preference than male students for legislative, executive, judicial, global, liberal hierarchic, monarchic and anarchic thinking style.

2.1.2 REVIEWS RELATED TO SPIRITUAL INTELLIGENCE

Kates (2002) conducted a study on awakening creativity and spiritual intelligence : the soul work of holistic educators. The evolving nature of human consciousness compels us to redefine what education is for and to expand how we teach, learn, think and live as educators and learners. Holistic education is at the forefront of reconceptualising educative practices and curricula that dynamics personal and systems transformation. Holistic learning, rooted in perennial philosophy, exercises "second tier thinking" characterised the reflexive, world centric affiliative constructs of pluralism and relativism. Its transpersonal practices nurture levels of wholeness through personal transformation. At the heart of holistic learning are educators taking charge of their personal and professional growth by developing reflective, insightful practices rooted in transformative principles. In studying their work, we discover the soulful and spiritualising value of learning activities that restore wholeness and wonder. Researching their praxis contributes practical ideas and new psycho-technologies for nourishing creativity in modern education. Qualitative research tools, such as narrative, are best suited to studying the human perspectives of holistic educational praxis. This study,

using a narrative voice as a method of inquiry, describes the work of three educators who have developed models of creative activities committed to actualising transpersonal and spiritual consciousness. Principles of caring and authenticity inform their educational encounters and attend to the learner's transformation through self-integration. Their practices foster inner balance and nurture soulful connections among self, subject and community. They seek to develop multidimensional levels of intelligence, including spiritual intelligence—a dynamic, holistic cognition that synergises the concrete intelligences (characterised by physical, emotional and logical intelligences) with higher order intelligence (exemplified by imagination, intuition and vision). Imagination and aesthetic tools awaken such qualities of the self as presence, aliveness and joy of learning, encouraging learners to make inner and outer connections that cultivate spiritual intelligence. Their novel, holistic approaches articulate the value of communion and create meaningful opportunities for learners to experience creativity and self-reflective awareness through creative visualization, meditation and aesthetic contemplation. When used with the expressive arts— such as creative writing, these modalities encourage learners to animate deeper connections within the self and discover creativity, wholeness, purpose, insight, self-awareness, harmony and love as integral aspects of learning and living.

Belousa (2005) conducted a study on Spirituality as a dimension of education: Remaining and reconstructing teacher education in Latvia. Spirituality as the general concern of the study was derived from the context and process of education in Latvia. Although discussions about the connection of Spirituality and education are currently emerging, there is a lack of empirical research on this topic. Thus, this study seeks to add to scholarly research and literature in education and to improve educational practice and educational policy in Latvia by providing a theoretical base for spirituality. The study suggests that teacher education can be enhanced by incorporating three major facets: spiritual literacy as a cross-curriculum issue; spiritual paradox as an image that provides balance; and experiential spirituality as practice to nourish teachers' spirituality. These facets emphasize teachers' critical, symbolic / imaginative and active involvement in the process of education primarily understood as a spiritual journey.

Ruiz (2005) conducted a study on “Spiritual dimension in educational leadership' at the University of Texas, USA. Spirit filled experiences and education were considered as two separate areas. This study seeks to provide ontological and epistemological knowledge to

uncover and understand the power of the spiritual dimension in the life of successful educational leaders. This study was qualitative in nature and it seeks to explore successful educational leaders' use of spirituality to strengthen their effectiveness as it relates to school and their performance. Based on the major findings, four attributes related to educational leadership are obvious: accountability and compliance, curriculum and instruction, planning and decision making, and community involvement and these are all related to spiritual dimension. Based on this study, an 'Interactive Atom Shaped Model for Leadership' was proposed, symbolizing special type of energy which interconnects the spiritual element in the educational leaders' intrapersonal, interpersonal, and ecological relationships producing new life for the educational system and global organism.

Chandak (2007) conducted a study on Spiritual Intelligence for Self-Empowering Leaders of Business & Industrial Organizations in the 21 Century-A Comparative study of Indian & American Leaders. Objectives were (1) To evaluate 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 21 Century, (2) To analyze the responses of CEOs of USA, obtained by questionnaire and personal interviews, to assess the importance of Spiritual Intelligence for empowering the leaders of business and industry to become Masters of Change in order to cope the 24 challenges of 21 Century. Type of research was qualitative. Diagnostic using case-study methods or in depth approach to reach the basic causal relation between the Spiritual Intelligence & Leadership and their relevance to survival of organizations in 21 Analytical: Analyzing the facts & information gathered through survey and in-depth personal interviews. Findings were (1) An awareness and deep realization of the importance and Century. Impact of Spiritual Intelligence as the need of the hour, by the Leaders of Companies of both India and Abroad to secure long-term sustainable development and survival of the business and industries in 21 Century, (2) Empower the Leaders of Business & Industry to bring about a transformational change in their personal and professional lives, (3) Enable the Leaders to become Masters of Change and be active role models, (4) Inspire the leaders to create a solid mission statement incorporating dimensions of Spiritual Intelligence and (5) Inspire the leaders to train the current and future employees in implementing the mission statement incorporating dimensions of Spiritual Intelligence.

Aydin (2011) did a study to reveal the relationship between the spiritual intelligence characteristics and self-regulation skills of the Education Faculty students. The study also examined the spiritual intelligence characteristics and self-regulation skills of students by gender, place of residence, and academic achievement. The research was a quantitative study carried out with the relational screening model. The study was performed with the data collected from 606 teacher candidates, consisting of 352 female and 254 male students, selected through stratified sampling among the students attending the Education Faculty of Ahi Evran University. In the data analysis, independent t-test, one-factor ANOVA, and Pearson product-moment correlation coefficient were used. As a result of the research, it was concluded that there was a low level of relationship between students' spiritual intelligence characteristics and self-regulation skills, and it doesn't differ by the gender and place of residence variables. On the other hand, it is another result of the research that there was no relationship between the spiritual intelligence characteristics and self-regulation skills of the students and academic achievement.

Sharma (2011) conducted a study to find out the spiritual intelligence of the B.Ed. students. The major objectives of the study were to develop spiritual intelligence scale, to measure the spiritual intelligence of the B.Ed. students and also to study the relationship of different variables with spiritual intelligence. The population comprises of all the teacher trainees pursuing B.Ed. at different universities, while the sample of the study comprises of 382 students of various B.Ed. colleges. The tool for data collection by the researcher was constructed and it was spiritual intelligence scale in order to measure the spiritual intelligence of the Pre-Service B.Ed. students. Data analysis technique used in this study was mean, median, mode, standard deviation, T-test and ANOVA. The major findings of the study are spiritual dimensions as self-awareness regarding the variable male and female shows that the difference between them is not very large. It seems that the other dimensions like spiritual practices between male and female are seen to be equal. The life style dimension of spiritual intelligence shows that female have a good life style as compared to male. In the equality dimension of spiritual intelligence the score of the male and the female shows that there is equality in female as compared to male as well as helping behaviour was found same in both the male and female B.Ed. candidates.

Joy (2011) conducted a study to find out the effectiveness of the experiential learning programme in enhancing the EI and SI of B.Ed. student-teachers. Investigation was carried

out using the experiential learning mode. Both quantitative and qualitative approaches were used for data collection. The data was collected mainly by administering the self-constructed EI & SI scales, reaction scales as well as by using casual observations, anecdotal records, etc. The quantitative analysis of the data was carried out using Chi square and Mann Whitney U test; Continuous analyses of the enhancement programmes of the EI and SI, were carried out qualitatively too. There may be different ways by which EI and SI can be enhanced and there may be several opinions on diverse aspects of EI and SI. The findings of the study indicate that the enhancement programmes for EI and SI was effective for the development of emotional intelligence and spiritual intelligence of the sampled B. Ed. Student teachers

Kaur (2013) conducted a study entitled “spiritual intelligence of secondary school teachers in relation to their job satisfaction”. The study was designed to examine the relationship between spiritual intelligence and job satisfaction of the teachers particularly at secondary level. The objectives of the study were a) to study difference between secondary school teachers teaching in different type of schools in relation to their job satisfaction and spiritual intelligence, b) to study difference between male and female secondary school teachers in spiritual intelligence and job satisfaction and c) to study the correlation between spiritual intelligence and job satisfaction of the secondary school teachers. The study adopted descriptive correlational design to examine the relationship between the two variables. The study adopted non probability sampling technique and sample of 100 teachers that includes (male and female) from the government as well as private secondary school of Amritsar district was selected for the purpose of investigation. The tools used in the study were spiritual quotient scale developed by Koradia and Job satisfaction scale developed by Bhatia. The data analysis technique in the study adopted descriptive analysis which included mean, standard deviation, median and mode as well as inferential statistic that includes T- test and Pearson’s product moment correlation. The finding of the study reveals that there was significant positive relationship between teachers Spiritual intelligence and their job satisfaction, significant difference was found between spiritual intelligence of the government and private secondary school teachers but there was no significant differences found between the job satisfaction of the government and private secondary school teachers. The major finding also indicated that spiritual intelligence and job satisfaction were not influenced by gender.

Kaur (2014) particularly undertaken a study to gain firm research evidences basis on which a special program for B.Ed. student-teachers could be designed in order to enable them to deal with stress and challenges involved in B.Ed. course. Data for the study was collected by administering Spiritual Intelligence Scale by Dhar and Dhar (2010), Teacher's Emotional Intelligence Inventory by Mangal (2008) and Self-prepared Self-efficacy Scale for student teachers to the sample of 300 B.Ed. student-teachers of four different colleges of Education. Data for Academic Achievement variable was gathered through final exam result gazette of respective colleges. The obtained data with respect to different background variables were tabulated and subjected to appropriate statistical techniques. Analyses of data revealed that demographic variables were not differentiating point in case of spiritual intelligence, emotional intelligence and self-efficacy. Whereas, demographic variables such as prior-teaching experience and level of educational qualification have significant effect on academic achievement of B.Ed. Students but marital status and gender does not differentiate academic achievement of B.Ed. student. Analyses also revealed that there was significant correlation between spiritual Intelligence and emotional intelligence, spiritual intelligence and self-efficacy, Emotional intelligence and self-efficacy. Also, significant correlation between Spiritual Intelligence and Academic achievement, Emotional intelligence and Academic achievement and Self-efficacy were found. While investigating contribution, despite being positive correlation, spiritual intelligence did not have significant contribution in predicting academic achievement. Whereas, Emotional intelligence had most significant contribution in academic achievement, followed by contribution of self-efficacy in academic achievement.

Saranya & Sangeetha (2017) investigated the effect of a secondary school students spiritual intelligence on their achievement in the science subject. It aimed to study the spiritual intelligence in relation to the achievement in the science subject among secondary school students. The main objectives of the study were a) to find out the spiritual intelligence and achievement in the science subject among the secondary school students, b) to find out the relationship between spiritual intelligence and achievement in science among the secondary school students, c) to find the variance in the spiritual intelligence based on personal variables of secondary school students and d) to find out the variance in spiritual intelligence based on hobbies of the secondary school students. The study adopts survey research design which employed questionnaire and interviews to ask students in order to get information about themselves, their attitudes and beliefs demography and other related facts or behaviour. The study was conducted on a sample of 300 secondary school students. Sampling was done

through proportionate stratified technique giving dual representation to the various strata like sex, location, type of institution, medium of instruction, religion and community. The tools used in this study was SISRI – 24 (Spiritual intelligence self –report inventory) developed by King that consists of four subscales namely-CET (Critical existential thinking), PMP (Personal Meaning Production) and CSE (conscious state expansion). Descriptive analysis as well as inferential statistics were used like “ T “test and “F” test . The findings of the study revealed that causes of spiritual intelligence among the secondary students differ on the basis of the gender which may be due to the fact that male and female students perceive spiritual intelligence merely as a subject and does not provide equal attention as to the other subject.

2.1.3 REVIEWS RELATED TO LEADERSHIP TRAIT

Duane (1997) conducted a study on Leadership traits as revealed by Leadership values. The purpose of this study was to identify the perception of south Carolina principals regarding leadership behavior using instrumentations which measure both factors of leadership considered paramount for effectiveness and the values which then lends themselves to a better understanding of contemporary educational leaders. The populations consisted of 253 high school principals from 110 districts. Leadership behavior descriptive questionnaire was used as tool. There were two statistical test performed on the data collected, the first was Kruskal-Wallis analysis of ordered ranks with 0.5 level used to determine statistical significance and the second was the Spearman rho rank-order correlation with 0.1 level of significance. The major findings were that the older , more academically qualified principals were more likely to show more concern for their role as leader and its impact upon their staff. They also were more likely to challenge existing leadership.

Evers (2011) Universities are increasingly leveraging virtual teams into their organizational structure and strategic framework for many functions including academic administration and faculty leadership. One benefit of a virtual workforce is the ability to hire the most qualified individuals regardless of where they are physically located. As the virtual workforce expands, leaders may intuitively rely on traditional face-to-face approaches and strategies for employee oversight and motivation. These techniques may be ineffective or challenging to use in the virtual environment necessitating new approaches. Leaders of virtual teams need to understand the intricacies associated with these groups and be cognizant of factors that assist in creating cohesiveness, trust, and communication amongst virtual teams. This qualitative phenomenological study explores leaders’ perceptions surrounding competencies needed to

effectively lead virtual teams in online education. A decisive sampling method was used to identify 10 experienced academic leaders who supervise virtual teams. As a result of the interviews, seven major themes emerged: (a) training and development; (b) trust; (c) emotional intelligence; (d) communication/team building/technology; (e) employee recognition and motivation; (f) leadership styles; and (g) virtual leadership competencies unique to higher education. Based on these themes and further evaluation, the need for specific soft skills and robust technology emerged. Specifically, organizational success partially hinges on comprehensive training for virtual leaders, the significance of trust, emotional intelligence, and effective, respectful communication.

Resmi (2012) conducted a Study on Leadership Qualities of Students at higher Secondary Level. The main objective of the study was to identify different aspects on development of a overall quality of leader from the four wall education. The findings showed that group participation offers unique opportunities for young people support others and learn variety of leadership styles other than confine classroom teaching alone. The healthy interactions and stable relationships within the learning environment help to develop leadership quality.

Saju (2012) conducted a study on relationship between leadership qualities and teaching efficacy of teachers. The objectives of the study were to find out whether there was any significant difference between male and female school teachers in their leadership qualities and its dimensions, to find out whether there was any significant difference between male and female school teachers in their teaching efficacy and its dimensions, to find out whether there was any significant relationship between teaching efficacy and its dimensions. The findings revealed that there was significant difference between male and female school teachers in their leadership qualities and its dimensions. There was significant difference between male and female school teachers in their teaching efficacy and its dimensions. There was no significant relationship between teaching efficacy of school teachers and their physical trait of leadership qualities, but there was significant relationship between teaching efficacy of school teachers and their ST, personality trait, social trait and personal trait of leadership qualities.

Suman & Sarla (2013) conducted a study entitled “A study of leadership qualities in teaching profession” which was designed to find out factors which are included to improve and affect the leadership qualities in the secondary school teachers and improvement in the

secondary schools by good leadership. The objective of the study were a) to find out the factors improving leadership in the secondary school teachers, b) to find out the factors affecting leadership in the secondary school teachers and c) to find out the improvement in the instruction by good leadership in the secondary school teachers. The research design was basically a normative survey method that was applied in the study. In the study simple random sampling technique was used and a sample of 100 secondary school teachers from Sonipat district was selected for the systematic survey. The data analysis techniques involved were central tendency, T test and f test. The findings of the study are outstanding and it brings certain outcomes as well as implications. Results of the study have vital implication in the relation to the characteristic of the leaders, factors affecting leadership and improvement in the institution by good leadership.

Cousar (2017) conducted a study named “teacher perception of principals’ leadership traits and middle school maths and science teachers’ job satisfaction. The purpose of this quantitative study was to examine middle school teachers’ job satisfaction (low vs. high) and how teachers perceive principals’ leadership traits. The study used a causal-comparative and correlational design. The teachers were divided into two job satisfaction level groups. Teacher perception of principals’ leadership traits for these two groups was compared. In addition to this, the correlations between principals’ leadership traits and teacher satisfaction dimensions were examined for each of the teacher job satisfaction level groups. Trait theory and transformational leadership theory were the theoretical foundations for the study. Data were collected using two paper surveys and analyzed using six independent two-sample t-tests and Pearson correlations to identify any statistically significant relationships between leadership traits and job satisfaction. One hundred thirty-three individuals participated in the study. The research themes were Leadership in Schools, Leadership Traits, Teacher Retention, Job Satisfaction, Teacher Turnover, and Teacher Perception of Leaders. Results indicated that there was no difference in teacher job satisfaction level based on principals’ leadership traits. However, there was a significant relationship between the dimensions of leadership traits and teacher job satisfaction ($r = 0.48-0.82$; $p < .0001$). It is recommended that further studies be conducted on visible warning signs of lower satisfaction levels to help prevent the possibility of teachers leaving a school or the profession.

Avoodaiannal (2018) conducted a study to find out the Brain dominance, emotional intelligence and leadership trait of the college students. The main objective of the study were

i) to find out the level of brain dominance, emotional intelligence and leadership traits of the college students.) to find out the significance difference between the main variables with respect the background variables and iii) to find out the relationship. influence and positive factor loading among the study variables. Survey method is used for the study. The sample consists of 866 college students of arts and science from 9 colleges in Tirunelveli, Madurai and Virudhunagar Districts. Brain dominance scale (1989) was an adopted to and validated by the investigator (2017), emotional intelligence inventory was constructed and validated by the investigator (2017) and leadership traits scale was constructed and validated by the investigator (2017) were the tools used by the investigator in this research. Percentage analysis, 't' test, ANOVA, POST HOC ANOVA (Duncan), Chi-Square, Person's Product Moment Correlation, Multiple Correlation and Factory analysis were used for data analysis. The major findings of the study were i) statistically significant difference is noticed between male and female college. students in their brain dominance. ii) Statistically significant difference is noticed between male and female college students in their emotional intelligence and its dimensions. iii) Statistically there was no significant difference between male and female in their leadership traits and its dimensions self-administration, financial analysis, analysis, human resource management and problem solving except and management. Finally the study found that the significant positive factor loading of the variables namely brain dominance, emotional intelligence and leadership traits. The factor for the study has been identified as Hemisphericitric Reflective Administration (HRA) based on the findings of the present study, interpretations, recommendations and suggestions for further research were made.

Vijaykumari & Prasanthini (2018) conducted a study entitled “Leadership qualities and personality traits of higher secondary school students” designed in order to find the relationship between the leadership qualities and the personality traits of higher secondary school students. The objective of the study was to find out the nature and the extent of relationship between the leadership qualities and personality traits of secondary school students. Ten leadership quality included in the study were vision, ability, enthusiasm stability, concern for another, self-confidence, persistence, vitality, charisma and integrity which were measured through a self-rating scale. The population under the study is higher secondary school students of Kerala and 630 student selected through stratified sampling technique considering type of school, gender and subject of the study as strata. NEO Five Factor Inventory (FFI) was used to measure the five dimension of personality. The statistical

test used for the data analysis was Pearson's product moment coefficient of correlation. The major findings of the study was that personality dimensions were found to be significantly related to the leadership qualities and for personality development program were required to be included intensively in the school curriculum.

Alward & Phelps (2019) conducted a study with the purpose to determine if a significant relationship existed between elementary principals' leadership traits and teacher morale. The study sought to identify the impact of the principal-teacher relationship on school achievement as it relates to student performance on state standards as outlined in the Mississippi state academic frameworks and as measured using the Quality of the Distribution Index (QDI) on the Mississippi state end-of-grade test, Mississippi Curriculum Test, Second Edition (MCT2). The end-of-year assessments, collectively known as MCT2: Reading-Language Arts and Mathematics, administered to students in grades 3 through 8 in the spring of each school year, provided additional quantitative data for the study. Further, the study identified whether a correlation existed between the way principals and teachers perceive the principals' primary leadership traits. A quantitative survey-design method was used to conduct the study. The Leadership Practices Inventory (LPI) -Self and -Observer were used to measure the principals' leadership traits that have been associated with organizational effectiveness. The Principal Teacher Questionnaire (PTO) was used to measure teacher morale as defined by two selected factors, rapport with principal and job satisfaction. School performance was measured by the end-of-grade state assessment for Mississippi, MCT2, which measures what students know and are able to do in the areas of reading-language arts and mathematics. State statisticians use the collective schools' and districts' scores to develop Quality of the Distribution Indexes for each participating entity. Findings indicated that classroom-based study participants perceived that each of the Leadership Practices Inventory's five subscales of leadership traits correlated to the variable Teacher Satisfaction, whereas their Rapport with the Principal correlated with three of five subscales. Study participants also perceived that neither principal's leadership traits nor teacher morale predicts school performance, which disputes current research. Further, analysis of the data indicated that classroom-based participants did not agree with their principals regarding the principals' primary modes of leadership by rating the principal lower on the LPI than their principals who rated themselves higher in each of the five factors.

2.2 IMPLICATION OF REVIEW OF RELATED LITERATURE

Review of the literature is very important part of any research in order to know about area of the study. In the present study the researcher has reviewed literatures of various studies conducted in India and abroad on thinking styles, spiritual intelligence and leadership trait which is presented in this chapter. It was observed that these variables plays a vital role in the personality and professional development of novice teachers Ali (2012), Joy (2011), Sharma (2012), Kates (2002), Chandak (2007), Saju (2012) Vijaykumari (2018). Along with this it was also observed that this factors helps to establish the relation between the three variables such as thinking style, spiritual intelligence of B.Ed. students with their leadership trait Orlando (2014), Ruiz (2005), Harjot (2014)]. The researcher came across various demographic, academic and professional career related aspects such as age, experience, gender, subject, culture, job satisfaction and academic stream etc. to understand the leadership trait with respect to thinking style and spiritual intelligence Jeet (2015), Sharma (2012), Ozlem & Bunyanim (2014), Aydin (2011), Cousar (2017). The methodology followed in various studies related to thinking style, spiritual intelligence and leadership traits followed the survey method, Quasi- experimental design, Ex post facto and phenomenology. The related literature reviewed in this chapter presented that most of the studies were conducted among the principal, inspectors, university presidents, in-service teachers and school students of secondary, higher secondary as well as university level. Jones (2006), Denise (2011), Ali (2012), Ozlem & Bunyanim (2014), Jeet (2015), Kates (2012), Aydin (2011), Mandeep (2013), Saranya and Sangeetha (2017), Resmi (2012), Saju (2012), Cousar (2011), Alward & Phelps (2019). It was revealed that there were few studies conducted by investigators to know about thinking style, Spiritual intelligence and leadership traits of B.Ed. students, but no such studies were found in the state of Gujarat taking these said variables. So, the investigator decided to conduct a study prevalent in the state of Gujarat considering these three variables amongst the pre-service teachers. The review of related literature helped the investigator to find out various research gaps which are mentioned below.

1. Studies need to be done in the area of leadership trait of B.Ed. students as it would help them in healthy interaction, having stable relationship, build confidence along with creativity, solve problems, help in rationally reflecting in any issue or matters, make themselves able for out of box thinking, strive to achieve goal by being motivated. These factors provide unique opportunity for the B.Ed. Students to experience it within the same learning environment.

2. It is also necessary to adopt the dimensions of thinking styles and spiritual intelligence in the leadership traits of B.Ed. students. Teacher as a leader with different thinking style can encourage students to have bigger picture in respect to encounter related learning task as well as shape the young mind in their career and competency development. On the other hand, teacher as a spiritual leader can possess attribute such as compassionate pursuit where one can conquer fear, conviction in solitude, have deep connectedness and resilience along with endurance.
3. The review of literature also showed that spiritual intelligence, thinking styles and leadership traits are directly related to each other. But these studies on thinking style were conducted on corporate leaders, university presidents, university students as well as teachers, principals and inspectors. Thinking style is a necessity for the teachers as this variable is evolved from the concept of cognitive psychology, which describes the way in which an individual thinks, receive and remember any information and phenomenon as well as thinking style of teacher can also be hypothesized in order to enhance their learning outcome and bring changes in the behaviour of the students. Since the thinking style of the teacher helps in teaching and affects the teaching aptitude, the investigator felt it to be an important aspect of the study. So investigator had also strived to study the relationship between thinking style and leadership traits of B.Ed. students.
4. The review of related studies also showed that spiritual intelligence of the teachers varied with respect to gender, educational qualifications, personal perception along with their experiences. Spiritual intelligence can be significant trait associated with the leadership of the teachers, as they play a big role by modelling themselves and regulating the students behaviour through the daily life practices like respecting others, by giving fair and just treatment, displaying care and concern, being an active listener, acknowledging contribution of others, giving personal insights, experiences and belief can help to determine and enhance an individual's state of spiritual intelligence. Though it is an essential factor for the B.Ed. students, there was a dearth of research in this area. So the investigator has studied the relationship of leadership trait with the spiritual intelligence of the B.Ed. students.
5. Leadership trait is a concept of psychological perspective which differs from person to person. Leadership trait in the perspective of leadership amongst the teachers help the school fulfil its mission and energize and expand the professionalism and professional contribution as well as helps in to transform the school and the classrooms into a learning laboratories where every student participates in relevant and well-designed curriculum,

benefits from learner-centered instructional strategies and completes authentic assessment to show evidence of learning. So considering the above, the investigator has studied Leadership trait as one of the significant variables. Leadership traits are directly related to thinking style and spiritual intelligence of the B.Ed. students.

The study of the related literature has helped the investigator to have a clear perspective of the problem chosen for the present investigation. The review of the related literature has enabled the investigator to formulate relevant hypothesis for the study. Further based on the review designed the method of research, description of the variable, sample selection, selection of suitable tools, administration and scoring have been adopted and which is discussed in the succeeding chapter.

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.0.0 INTRODUCTION

Methodology is a broad layout which integrates the important components of the research under consideration. Credibility and authenticity of any research is fundamentally determined by the appropriateness of its research method. A systematically planned and well laid out methodology serves a very important basis to the smooth conduct of the study. Research methodology of any study is formulated in the lights of its broad research questions and related objectives. The decision about the method to be employed however depends upon the nature of the problem selected and the kind of the data necessary for its solution. This chapter provides a detailed outline about the methodology adopted in the present research. It consists of description of population and sample selected for study, construction or selection of the tools, procedure of data collection and statistical analysis of the data collected to study the thinking style and spiritual intelligence of B.Ed. students with their leadership trait.

3.1.0 METHODOLOGY

Survey method was used in the present study. In the survey research, data is collected from a large sample and analyzed representing a specific population. On the basis of the analysis of data the description of the group is done and on the basis of the inference statistics the inference is done for the entire population. It seeks to find the real facts with regard to existing conditions. Following process of the survey method was used in the present study.

3.1.1 POPULATION OF THE STUDY

The population of the present study comprised of the students studying at 321 B.Ed. colleges affiliated to different universities of Gujarat. Hence, 25,680 students (approximately, 80 students, 40 in both 1st year and 2nd year) studying at these B.Ed. colleges will constitute as the population of the present study. There are 63 English medium B.Ed. colleges running in the state affiliated to different universities.

3.1.2 SAMPLE OF THE STUDY

For the selection of sample, Seven B.Ed. colleges were randomly selected from the list of 63 English medium B.Ed. colleges affiliated to different universities with the help of random number. All the students in those seven B.Ed. colleges constituted as the sample of the

present study. 179 second year students those completed all the data collection tools comprised as the final sample for the present study

3.1.3 TOOLS FOR DATA COLLECTION

The following tools were used for the data collection in the present study.

a) Thinking style inventory

Thinking style of B.Ed. students was measured with the help of thinking style inventory developed by Deepa and Annaraja (2012) . The thinking style inventory comprises of nine dimensions namely interpersonal, logic mathematical, linguistic, intrapersonal, spatial, existential, musical, naturalistic and kinaesthetic dimensions. Out of total 49 items, there were 6 items for interpersonal dimension, 7 item for logical mathematics dimensions, 5 items for linguistic dimension, 6 items for intrapersonal dimension, 5 items for spatial dimension, 5 items for existential dimension, 6 items for musical dimension, 5 items from naturalistic dimension and 4 items from kinaesthetic dimension. There were 47 items having positive statements which were item no. 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49 and 2 items having negative statements which were item no. 3 and 40. The response to all these items were scaled in five categories namely strongly agree, agree, uncertain, disagree and strongly disagree. The reliability of thinking style questions was established using spearman Brown's split half method and it was found to be 0.85 which infers that the scale is highly reliable. The validity of the tool is established by taking the square root of the reliability co-efficient $\sqrt{r} = \sqrt{0.85} = 0.9219$. Thus, it may be inferred that the tool is highly valid.

b) Spiritual Intelligence scale

Spiritual intelligence of the B.Ed. students was measured with the help of spiritual intelligence scale developed by Sharma and Biswal (2010). The spiritual intelligence scale comprises of 7 dimensions namely self-awareness, self-practices, life style values, equality, spiritual values, helping behaviour and the ability to overcome the sacrifice with 70 items. Out of these 70 items, 8 items were from the self-awareness dimension, 6 items were from the self-practice dimension, 12 items were from life style values dimension, 7 items were from the equality dimension, 14 items were from the spiritual values dimensions, 13 items were from the helping behaviour dimension, 9 items were from the

ability to overcome suffering's dimension. From the 70 items, 63 items were having positive statements namely item no. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61, 62, 64, 65, 66, 67, 69, 70, whereas, seven items were having negative statements namely item no. 25, 34, 39, 46, 53, 63, 68. The response to all these items were scaled in five categories namely strongly agree, agree, uncertain, disagree and strongly disagree. The reliability of spiritual intelligence scale was established using spearman Brown's split half method and it was found to be 0.942 which states that the scale was highly reliable. The validity of the tool is established by taking the square root of the reliability co-efficient $\sqrt{r} = \sqrt{0.942} = 0.97056$. Thus, it may be inferred that the tool is highly valid.

c) Leadership Trait Scale

Leadership trait of the B.Ed. students was measured with the help of leadership trait scale developed by Avoodaiammal (2018). The leadership trait scale comprises of 6 dimensions which were self-administration, finance analysis, analysis, human resource, time management and problem solving. There were 30 items in the scale. Out of these 30 items there were 8 items for the self-administration dimension, 3 items for finance analysis dimension, 5 items for analysis dimension, 6 items for human resource dimension, 3 items for time management dimension and 5 items for problem solving dimension. The response to all these items were scaled in five categories namely not at all, rarely, sometimes, often and very often. There were 26 items having positive statements which includes item no. 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30 and 6 items were having negative statements which included item no. 1, 10, 17, 24. The reliability of the leadership trait scale was established and it was found to be 0.75 which infers that the scale is highly reliable. The validity of the tool is established by taking the square root of the reliability coefficient i.e. $\sqrt{r} = \sqrt{0.75} = 0.86602$. Thus, it may be inferred that the tool is highly valid.

3.1.4 ANALYSIS OF DATA

For the purpose of descriptive analysis of data mean, standard deviation, standard error of mean, skewness and kurtosis were used. For the purpose of inferential analysis, product moment correlation and multiple correlation were used as per the requirement of the data. Detailed analysis and interpretation of data is given in chapter IV

CHAPTER IV

ANALYSIS AND

INTERPRETATION

OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.0.0 INTRODUCTION

In the previous chapter, a detailed description of the research methodology and tools for data collection were presented. Also, the process of data collection and the methods applied for analysis and interpretation of the data through various statistical measures were presented. The present chapter deals with the analysis and interpretation of data according to the objectives and hypotheses of the present study. In social science research, where direct knowledge of population parameters is rare, hypothesis testing is the often used strategy for generalization. Thus, testing the hypothesis enables us to make probability statements about population parameters.

According to Kerlinger (1978), analysis means the categorizing, ordering, manipulating and summarizing data to obtain answers to research questions. The rationale of analysis is to condense data into an intelligible and interpretable form so that the relations in the research problems can be studied. Analysis of data means studying the tabulated material in order to determine the inherent factors or meanings. The analysis is an essential component for any scientific study and for ensuring that we have all relevant data for making contemplated comparison as well as related analysis. The statistical analysis describes the characteristics of the data which gives the investigator an insight into the problem. Interpretation is the final phase of the analysis process. It calls for a critical examination of the results of one's analysis in the light of all the limitations of data gathering.

The major objective of the present study was to find the status of thinking style, spiritual intelligence and leadership trait as well as to establish relationship between these variables. The data has been subjected to following statistical analysis namely mean, standard deviation, standard error of mean, frequency, percentage, Person's product moment correlation and multiple correlations.

4.1.0 DESCRIPTIVE ANALYSIS OF DATA

Descriptive statistics are numerical and graphical methods used to summarize data and bring forth the underlying information. The numerical methods include measures of mean, standard deviation, standard error of mean, frequency and percentage.

4.1.1 THINKING STYLE OF B.ED. STUDENTS ALONG WITH ITS DIMENSIONS

Thinking style of B.Ed. students were measured with the help of thinking style inventory developed by Deepa and Annaraja (2012) which comprises of nine dimensions like interpersonal, logic mathematical, linguistic, intrapersonal, spatial, existential, musical, naturalistic and kinaesthetic. Data analysis for thinking style is done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figure:

Table 4.1: Mean and Standard Deviation, Standard Error of Means and Maximum possible score wise distribution of thinking style of 179 (N) B.Ed. students along with its Dimensions.

Variable and its dimension	Maximum score	Mean	Percentage of Mean	Standard deviation	Standard error of Mean
Thinking style	245	188.46	76.92	19.18	1.433
a. Interpersonal	30	23.04	76.8	3.62	0.269
b. Logical Mathematical	35	27.12	77.48	5.16	0.385
c. Linguistic	25	16.07	64.28	3.92	0.293
d. Intrapersonal	30	24.15	80.5	4.60	0.343
e. Spatial	25	18.48	73.9	3.75	0.280
F. Existential	25	19.92	79.6	3.00	0.224
g. Musical	30	24.63	82.1	3.57	0.266
h. Naturalistic	25	18.23	72.92	3.44	0.256
i. Kinesthetic	20	16.82	84.1	3.30	0.246

From the table 4.1, it was observed that the mean score of thinking style of B.Ed. students was 188.46 out of the total score of 245 with the standard deviation of 19.18 and the standard error of mean of 1.43. From the said mean, it can be inferred that B.Ed. students were moderately high in their thinking style with 76.92% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very low level of standard errors.

From the same table, it was observed that the mean score of interpersonal dimension of thinking style of B.Ed. students was 23.04 out of the total score of 30 with the standard deviation of 3.62 and the standard error of mean of 0.269. From the said mean, it can also be concluded that B.Ed. Students were moderately high in their interpersonal component of the thinking style with 76.8% mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very low level of standard errors.

From the same table, it was observed that the mean score of logical- mathematical dimension of thinking style of B.Ed. Students was 27.12 out of the total score of 35 with the standard deviation of 5.16 and the standard error of mean of 0.385. From the said mean, it inferred that B.Ed. students were Moderately high logical and mathematical ability component of the thinking style with 77.48% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be quite homogenous with low level of standard errors.

From the same table, it was observed that the mean score of linguistic as a dimension of thinking style of B.Ed. students was 16.07 out of the total score of 25 with the standard deviation of 3.92 and the standard error of mean of 0.293. From the said mean, it can be inferred that B.Ed. students were moderately high in their linguistic ability component of thinking style with 64.28% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very low level of standard errors.

From the same table, it was observed that the mean score of intrapersonal as a dimension of thinking style of B.Ed. students was 24.15 out of the total score of 30 with the standard deviation of 4.60 and the standard error of mean of 0.343. From the said mean, it can be inferred that B.Ed. students were high in their intrapersonal ability component of thinking style with 80.5% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very low level of standard errors.

From the same table, it was observed that the mean score of spatial as a dimension of thinking style of B.Ed. students was 18.48 out of the total score of 25 with the standard deviation of 3.75 and the standard error of mean of 0.280. From the said mean, it can be inferred that B.Ed. students were moderately high in spatial ability component of thinking

style with 73.9% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very low level of standard errors.

From the same table, it was observed that the mean score of existential as a dimension of thinking style of B.Ed. students was 19.92 out of the total score of 25 with the standard deviation of 3.00 and the standard error of mean of 0.224. From the said mean, it can be inferred that B.Ed. students were high in their existential ability component of the B.Ed. students with 79.6% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very low level of standard errors.

From the same table, it was observed that the mean score of musical as a dimension of thinking style of B.Ed. students was 24.63 out of the total score of 30 with the standard deviation of 3.57 and the standard error of mean of 0.266. From the said mean, it can be inferred that B.Ed. students were high in their musical ability component of thinking style with 82.1% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very low level of standard errors.

From the same table, it was observed that the mean score of Naturalistic as a dimension of thinking style of B.Ed. students was 18.23 out of the total score of 25 with the standard deviation of 3.44 and the standard error of mean of 0.256. From the said mean, it can be inferred that B.Ed. students were moderately high in their naturalistic ability component of thinking style with 72.92% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very low level of standard errors.

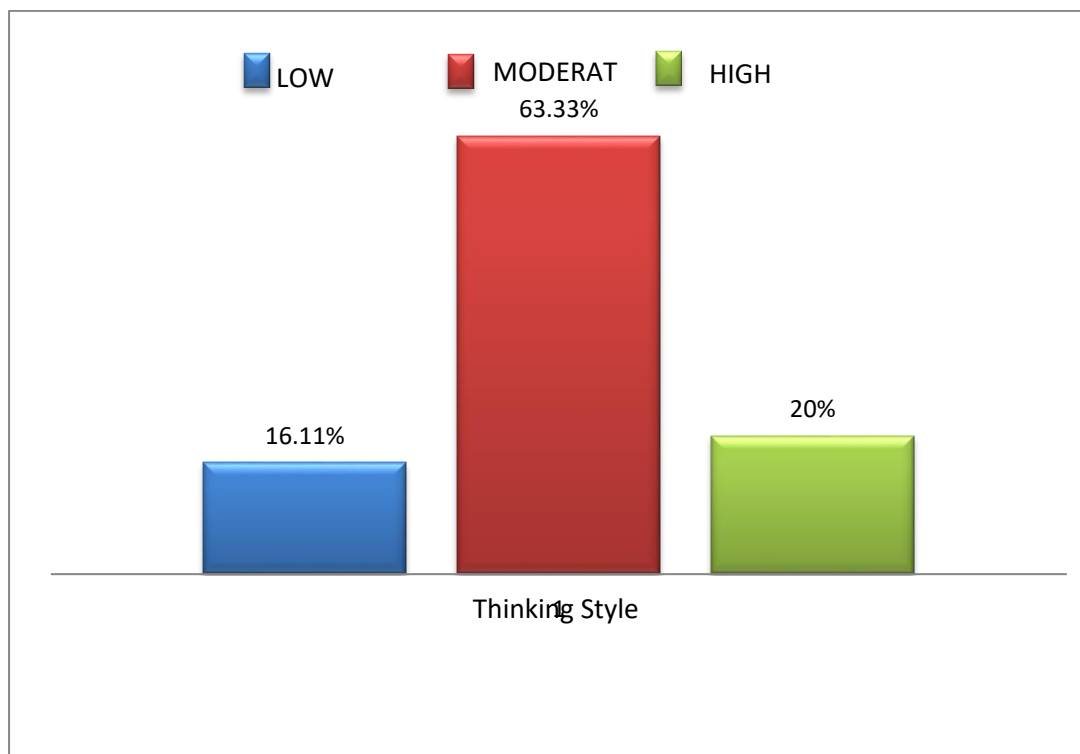
From the same table, it was observed that the mean score of kinaesthetic as a dimension of thinking style of B.Ed. students was 16.82 out of the total score of 20 with the standard deviation 3.30 of and the standard error of mean of 0.293. From the said mean, it can be inferred that B.Ed. students were moderately high in their kinaesthetic ability component of thinking style with 84.1% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with very low level of standard errors.

Further description of B.Ed. students in terms of the level of thinking style is given in table 4.2 and figure 4.1.

Table 4.2: Frequency and percentage wise distribution of B.Ed. students in terms of the levels of thinking style.

Variable	Level of Thinking Style	Frequency	Percentage
Thinking Style	Low	29	16.11
	Moderate	114	63.33
	High	36	20
Total		179	100

Figure 4.1: Bar graph showing the Percentage Distribution of B.Ed. Students in terms of their Thinking style.



B.Ed. students were divided in the high, moderate and low level of thinking style considering the total score. The total score was calculated by adding mean and standard deviation of

thinking style inventory that determines the high level thinking style where as by deducting the mean with the standard deviation of the thinking style inventory it determines the low level of thinking style. So with the help of the calculation it was found the score above 207 as high, considering the total score between 169 and 207 as moderate and the total score below 169 as low.

From the table 4.2 it was found that 20 percentage of B.Ed. students were high with thinking style, 63.33 percentage of B.Ed. students were with moderate thinking style and the rest 16.11 percentage of B.Ed. students were with low thinking style. It has been observed from the same table that a large number of B.Ed. students were moderate in thinking style.

4.1.2 SPIRITUAL INTELLIGENCE OF THE B.ED. STUDENTS ALONG WITH ITS DIMENSIONS

Spiritual intelligence of the B.Ed. students is measured with the spiritual intelligence scale developed by Rajesh and Biswal (2010). The spiritual intelligence scale comprises of 7 dimensions namely self-awareness, self-practices, life style values, equality, spiritual values, helping behaviour and the ability to overcome the sacrifice. Data analysis for spiritual intelligence is done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figure:

Table 4.3: Mean and Standard Deviation, Standard Error and Maximum possible score wise distribution of Spiritual Intelligence of 179 (N) B.Ed. Students.

Variable and its dimension	Maximum score	Mean	Percentage of Mean	Standard deviation	Standard error of Mean
Spiritual Intelligence	360	297.85	82.73	41.831	3.216
a. Self-awareness	40	33.76	84.4	5.501	0.41
b. Self-Practices	30	24.87	82.9	4.23	0.31
c. Life style values	60	51.307	85.51	7.44	0.55
d. Equality	40	29.603	74	4.57	0.342

e. Spiritual values	70	60.75	86.78	8.65	0.64
f. Helping Behaviour	70	55.71	79.58	8.03	0.60
g. Ability to overcome suffering	50	41.87	83.74	6.62	0.49

From the table 4.3, it was observed that the mean score of Spiritual Intelligence of the B.Ed. students was 297.85 out of the total score of 360 with the standard deviation of 41.83105 and the standard error of mean of 3.126. From the said mean, it can be said that B.Ed. students were high in their spiritual intelligence with 82.73% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From the same table, it can be observed that the mean score of Self-awareness as a dimension of spiritual intelligence of the B.Ed. students was 33.76 out of the total score of 40 with the standard deviation of 5.501 and the standard error of mean of 0.41. From the said mean, it can be said that B.Ed. students were high in their self-awareness component of spiritual intelligence with 84.4% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From the same table, it can be observed that the mean score of Self-Practices as a dimension of spiritual intelligence of the B.Ed. students was 24.87 out of the total score of 30 with the standard deviation of 4.23 and the standard error of mean of 0.31. From the said mean, it can be said that B.Ed. students were high in their self-practices component of spiritual intelligence with 82.9% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From the same table, it can be observed that the mean score of Life style values as a dimension of spiritual intelligence of the B.Ed. students was 51.307 out of the total score of 60 with the standard deviation of 7.44 and the standard error of mean of 0.55. From the said mean, it can be said that B.Ed. students were high in their life style values component of spiritual intelligence with 85.51% of mean score. Also, from the said standard deviation and

standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From the same table, it can be observed that the mean score of Equality as a dimension of spiritual intelligence of the B.Ed. students was 29.603 out of the total score of 40 with the standard deviation of 4.57 and the standard error of mean of 0.342. From the said mean, it can be said that B.Ed. students were moderately high in their equality component of spiritual intelligence with 74% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From the same table, it can be observed that the mean score of Spiritual values as a dimension of spiritual intelligence of the B.Ed. students was 60.75 out of the total score of 70 with the standard deviation of 8.65 and the standard error of mean of 0.64. From the said mean, it can be said that B.Ed. students were high in their spiritual values component of spiritual intelligence with 86.78% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From the same table, it can be observed that the mean score of Helping Behaviour as a dimension of spiritual intelligence of the B.Ed. students was 55.71 out of the total score of 70 with the standard deviation of 8.03 and the standard error of mean of 0.60. From the said mean, it can be said that B.Ed. students were high in their helping behaviour component of spiritual intelligence with 79.58% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

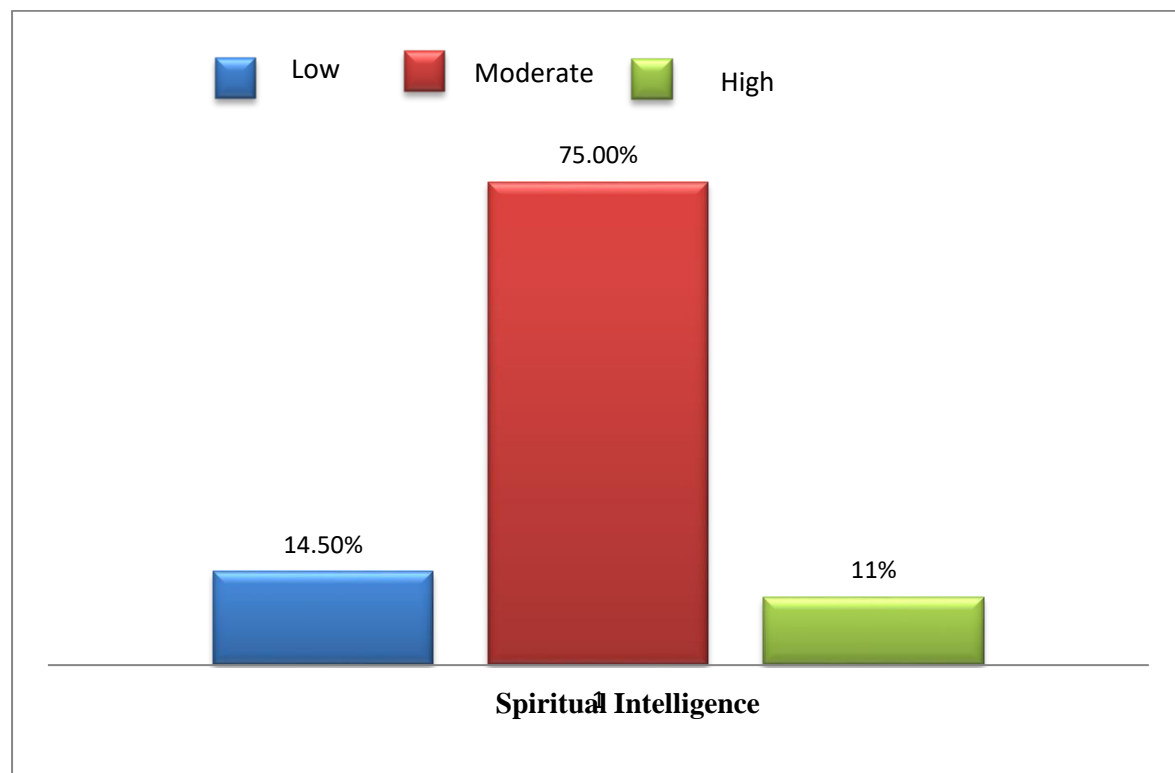
From the same table, it can be observed that the mean score of Ability to overcome suffering as a dimension of spiritual intelligence of the B.Ed. students was 41.87 out of the total score of 50 with the standard deviation of 6.62 and the standard error of mean of 0.49. From the said mean, it can be said that B.Ed. students were high in their ability to overcome suffering component of spiritual intelligence with 83.74% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

Further description of B.Ed. in terms of the level of Spiritual intelligence is given in table 4.4 and figure 4.2.

Table 4.4: Frequency and percentage wise distribution of B.Ed. students in terms of their levels of Spiritual Intelligence.

Variable	Level of Spiritual Intelligence	Frequency	Percentage
Spiritual Intelligence	Low	26	14.50
	Moderate	135	75.00
	High	19	10.50
Total		179	100.00

Figure 4.2: Bar graph showing the Percentage Distribution of B.Ed. students in terms of their spiritual intelligence.



The B.Ed. students were divided in the high, moderate and low level of spiritual intelligence considering the total score. The total score was calculated by adding mean and standard

deviation of spiritual intelligence scale that determines the high level spiritual intelligence where as by deducting the mean with the standard deviation of the spiritual intelligence scale it determines the low level of spiritual intelligence. So with the help of the calculation it was found the total score above 340 as high, total score between 256 and 340 as moderate and the total score below 256 as low.

From the Table 4.4 it was found that 10.50 percentage of B.Ed. Student were with high Spiritual intelligence, 75.00 percentage of B.Ed. student were with moderate spiritual intelligence and the rest 14.50 percentage of B.Ed. students were with low spiritual intelligence. It has been observed from the same table that a large number of B.Ed. students were moderate in spiritual intelligence.

4.1.3 LEADERSHIP TRAIT OF THE B.ED. STUDENTS ALONG WITH ITS DIMENSIONS

Leadership trait of the B.Ed. students was measured with the help of leadership trait scale developed by Avoodaiammal (2018). The leadership trait scale comprises of 6 dimensions which were self-administration, finance analysis, analysis, human resource, time management and problem solving. Data analysis for thinking style is done with the help of mean, standard deviation, frequency, percentage and standard error of means which is given in the following tables and figure.

Table 4.5: Mean and Standard Deviation (SD), Standard Error (SE) of Mean and Maximum Possible score wise distribution of Leadership Trait of 179 (N) B.Ed. students along with its Dimensions.

Variable and its dimension	Maximum score	Mean	Percentage of Mean	Standard deviation	Standard error of Mean
Leadership trait	145	121.20	83.58	17.55	1.311
a. Self-administration	40	33.089	82.72	4.16	0.311
b. Finance Analysis	15	12.50	83.33	2.26	0.17
c. Analysis	25	18.70	72.28	3.52	0.26
d. Human Resource	25	24.87	99.48	4.08	0.30

e. Time Management	15	11.80	78.66	2.40	0.17
f. Problem solving	25	20.86	83.44	3.70	0.27

From the table 4.5, it was observed that the mean score of Leadership Trait of the B.Ed. students was 121.20 out of the total score of 145 with the standard deviation of 17.55 and the standard error of mean of 1.311. From the said mean, it can be said that B.Ed. students were high in their Leadership trait with 83.58% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From same table. it was observed that the mean score self-administration as a dimension of Leadership Trait of the B.Ed. students was 33.08 out of the total score of 40 with the standard deviation of 4.16 and the standard error of mean of 0.311. From the said mean, it can be said that B.Ed. students were high in their self-administration component of Leadership trait with 82.72% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From same table. it was observed that the mean score Finance Analysis as a dimension of Leadership Trait of the B.Ed. students was 12.50 out of the total score of 15 with the standard deviation of 2.26 and the standard error of mean of 0.17. From the said mean, it can be said that B.Ed. students were high in their finance analysis of Leadership trait with 83.33% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From same table. it was observed that the mean score Analysis as a dimension of Leadership Trait of the B.Ed. students was 18.07 out of the total score of 25 with the standard deviation of 3.52 and the standard error of mean of 0.26. From the said mean, it can be said that B.Ed. students were moderately high in their analysis component of Leadership trait with 72.28% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From same table. it was observed that the mean score Human resource as a dimension of Leadership Trait of the B.Ed. students was 24.87 out of the total score of 25 with the standard deviation of 4.08 and the standard error of mean of 0.30. From the said mean, it can be said

that B.Ed. students were high in their human resource component of Leadership trait with 99.48% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

From same table. it was observed that the mean score Time Management as a dimension of Leadership Trait of the B.Ed. students was 11.80 out of the total score of 15 with the standard deviation of 2.40 and the standard error of mean of 0.17. From the said mean, it can be said that B.Ed. students were moderately high in their time management component of Leadership trait with 78.66% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

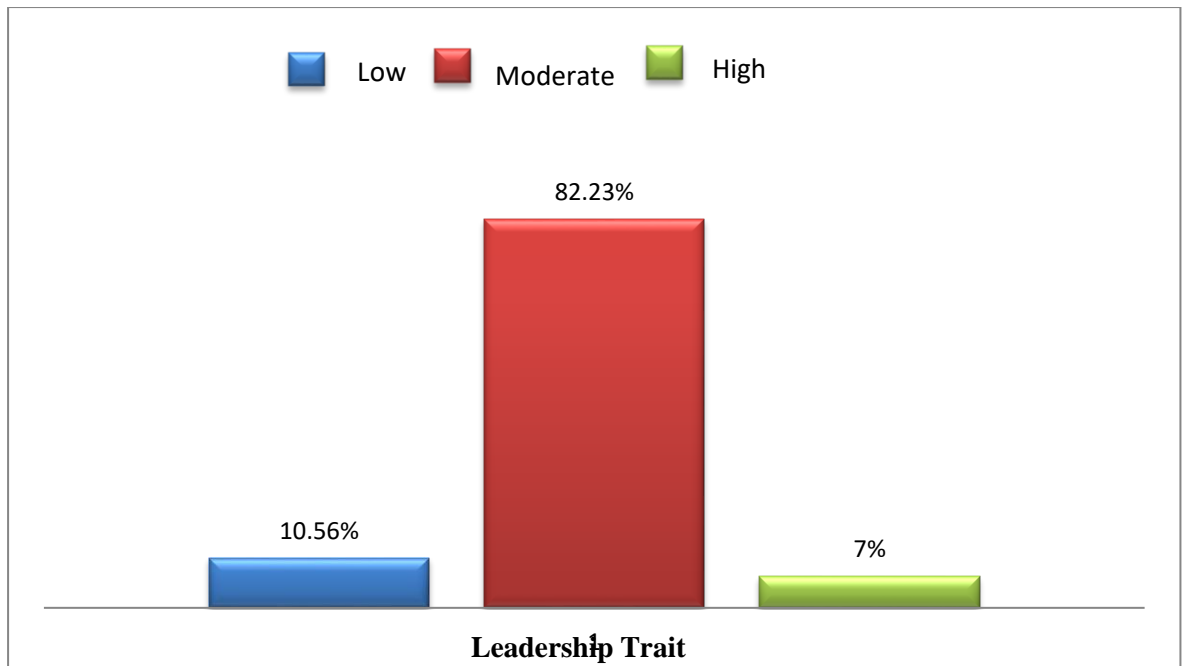
From same table. it was observed that the mean score Problem solving as a dimension of Leadership Trait of the B.Ed. students was 20.86 out of the total score of 25 with the standard deviation of 3.70 and the standard error of mean of 0.27. From the said mean, it can be said that B.Ed. students were high in their problem solving component of Leadership trait with 83.74% of mean score. Also, from the said standard deviation and standard error of mean, it can be said that the group seems to be homogenous with low level of standard errors.

Further description of B.Ed. Students in terms of the level of Leadership Trait is given in table 4.6 and figure 4.3.

Table 4.6: Frequency and percentage wise distribution of B.Ed. Students in terms of the levels of Leadership Trait.

Variable	Level of Leadership Trait	Frequency	Percentage
Leadership Trait	Low	19	10.56%
	Moderate	148	82.23%
	High	12	7%
Total		179	100.00%

Figure 4.3: Bar graph showing the Percentage Distribution of B.Ed Students in terms of their Leadership Trait.



The B.Ed. students were divided in the high, moderate and low level of leadership trait considering the total score. The total score was calculated by adding mean and standard deviation of leadership trait scale that determines the high level leadership trait where as by deducting the mean with the standard deviation of the leadership trait scale it determines the low level of leadership trait. So with the help of this calculation it was found that total score above 139 as high, total score between 103 and 139 as moderate and the total score below 103 as low.

From the table 4.6 it was found that 10.56 percentage of B.Ed. students were with high leadership trait, 82.22 percentage of B.Ed. students were with moderate leadership trait, and the rest 7 percentage of B.Ed. students were with low leadership trait. It has been observed from the same table that a large number of B.Ed. students were moderate in leadership trait.

4.2.0 RELATIONAL ANALYSIS OF DATA

The relationships between Thinking style, Spiritual intelligence and Leadership Trait of B.Ed. were found out using the statistical measures like Pearson's coefficient of correlation and the multiple correlation which are given in the following tables. It also helped the researcher to test the formulated null hypotheses related to these three variables.

To find the correlation between Leadership Trait and Thinking style of B,Ed Students and to test the H_01 i.e. "There will be no significant relationship between thinking style with

spiritual intelligence of B.Ed.students” analyzed data is presented in table 4.7 followed by the interpretation.

Table 4.7: Coefficient of correlation, level of correlation and level of significance of Correlation between thinking style with spiritual intelligence of B.Ed.students.

Correlation Between	r-Value	Relationship	Significant at
Thinking style and Spiritual intelligence	0.4622	Moderate/Substantial	0.01

It has been observed from the table 4.7 that the calculate r-value of the correlation between thinking style with spiritual intelligence of B.Ed.students was found to be 0.4622 which can be referred as positive and substantial correlation (page. 176) of (Garrett, 2008) between the variables. Further, referring the table 15 (page 201) of(Garrett, 2008) for the degree of freedom (df) 177 at the significant level of 0.01, the calculated value was found to be greater than the table value (0.181). Hence, the **H₀₁** i.e. —”There will be no significant relationship between Thinking style and spiritual intelligence of B.Ed. students” is rejected. So it can be said that the correlation between thinking style and spiritual intelligence was found to be positive, substantial and significant.

To find the correlation between Thinking style and leadership trait of B.Ed. students and to test the **H₀₂** i.e. — “There will be no significant relationship between Thinking style and leadership trait of B.Ed. students”, analyzed data is presented in table 4.8 followed by the interpretation.

Table 4.8: Coefficient of correlation, level of correlation and level of significance of Correlation between Thinking style and leadership trait of B.Ed. students:

Correlation Between	r- Value	Relationship	Significant at
Thinking Style and Leadership trait	0.4644	Moderate/Substantial	0.01

It has been observed from the table 4.8 that the calculate r-value of the correlation between thinking style with leadership trait of B.Ed.students was found to be 0.4644 which can be referred as positive and substantial correlation (page. 176) of (Garrett, 2008) between the variables. Further, referring the table 15 (page 201) of(Garrett, 2008) for the degree of freedom (df) 177 at the significant level of 0.01, the calculated value was found to be greater than the table value (0.181). Hence, the **H₀₂** i.e. —”There will be no significant relationship between Thinking style and leadership trait of B.Ed. students” is rejected. So it can be said that the correlation between thinking style and leadership trait was found to be positive, substantial and significant.

To find the correlation between emotional stability and cognitive ability of Secondary School Teachers and to test the **H₀₃** i.e. — “There will be no significant relationship between spiritual intelligence and leadership trait of B.Ed. students”, analyzed data is presented in table 4.9 followed by the interpretation.

Table 4.9: Coefficient of correlation, level of correlation and level of significance of Correlation between spiritual intelligence and leadership trait of B.Ed. students.

Correlation Between	r- Value	Relationship	Significant at
Spiritual Intelligence and Leadership trait	0.856	High/Substantial	0.01

It has been observed from the table 4.9 that the calculate r-value of the correlation between spiritual intelligence with leadership trait of B.Ed.students was found to be 0.856 which can be referred as highly positive and substantial correlation (page. 176) of (Garrett, 2008) between the variables. Further, referring the table 15 (page 201) of(Garrett, 2008) for the degree of freedom (df) 177 at the significant level of 0.01, the calculated value was found to be greater than the table value (0.181). Hence, the **H₀₃** i.e. —”There will be no significant relationship between Spiritual intelligence and Leadership trait of B.Ed. students” is rejected. So it can be said that the correlation between Spiritual intelligence and Leadership trait was found to be highly positive, substantial and significant.

To find the multiple correlation of cognitive ability and emotional stability on constructivist passion of secondary school teachers and to test the **H₀₄** i.e. — “There will be no significant

relationship between Leadership Traits and the predicted Leadership Traits on the basis of Thinking style and Spiritual Intelligence of B.Ed. students.”

Table 4.10: Summary of Multiple Correlation of Thinking Style (TS) and Spiritual Intelligence (SI) on Leadership Trait (LT) of Secondary School Teachers with N=179.

Between Variables	r Value	Multiple Correlation (R)	F Value and DF	Level of Significance	SE of R	0.99 Confidence interval	Degree of R
TS & LT	0.464	0.86	250.74 DF= 2/176	0.01	8.99	0.65 to 0.82	High
TS & SI	0.462						
LT & SI	0.857						

From the table 4.10, the correlations of 0.464, 0.462 and 0.857 were found between the variables thinking style and leadership trait; thinking style and spiritual intelligence; and leadership trait and spiritual intelligence respectively. The multiple correlation considering Leadership trait as dependent variable and thinking style and spiritual intelligence as independent variables, was found to be 0.86. The F-value of ANOVA for regression-residual model was found to be 250.74 and this F-value was found to be significant at 0.01 level of significance with the degree of freedom (DF) of 2 and 176. Hence, the multiple correlation between these three variables was found to be significant at our decided level of significance i.e. 0.01. Further analyzing, from the same table the standard error of multiple correlation was found to be 8.99. From the said multiple correlation and the standard error of multiple correlation, the 0.99 confidence interval for the population R is from 0.65 and 0.82. The said confidence interval of correlation can be considered as moderate or substantial (page. 176) of (Garrett, 2008). So, on the basis of this analysis the calculate R can be considered as highly significant. Hence, the **H₀₄** i.e. “There will be no significant relationship between Leadership Traits and the predicted Leadership Traits on the basis of Thinking style and Spiritual Intelligence of B.Ed. students.” is rejected and it can be said that thinking style and spiritual intelligence had highly significance influence on the leadership trait of the B.Ed. students.

4.3.0 CONCLUSION

The present chapter described in details the descriptive and relational analysis of data related to Thinking style, Spiritual intelligence and Leadership trait of B.Ed. students. The major findings and discussion thus obtained from the analysis have been summarized and presented along with a brief report of the research study in the next chapter.

CHAPTER V

SUMMARY,

DISCUSSION AND

CONCLUSION

CHAPTER V

SUMMARY, DISCUSSION AND CONCLUSION

5.0.0 INTRODUCTION

This chapter presents the summary of the entire study, major findings, discussions of the major findings and suggestions for the future research. The findings are drawn from the analysis of the data and the interpretations of the data.

5.1.0 OVERVIEW OF THE STUDY

Education is a life-long process by which an individual adapts him/herself gradually and gracefully to the available physical, intellectual, emotional, social and spiritual environments. It starts with the early childhood care education and ends at the grave ward through the processes like elementary education, secondary and higher secondary education, higher/technical education, adult education and continuing education. There is a very significant role of a teacher in all these stages of education either in the images like, tutor, guide, mentor, knowledge worker, co-worker and so on. Hence, to carry out the process of education, teachers' all round development should also be considered very seriously at the pre-service level as well as continuously throughout his/her career. Hence, it is rightly said that teachers need to be creators of knowledge and thinking professionals. They need to be empowered to recognize and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop. (NCFTE, 2009).

In the book "India 2020: A vision for the new millennium " our former president Dr. A.P.J. Abdul Kalam stated that "if you are a teacher in whatever capacity, you have a special role to play because more than anybody else, you are shaping a generation." So there is a huge expectation from the teachers and considering this, the teacher education system through its initial and professional development programmes is expected to ensure an adequate supply of professional and competent teachers to run the nation's school. Thus, NCFTE (2009) marks for the novice teacher entrant with tremendous potential to imbue with aspiration, knowledge base, pedagogical capacity and human attitude.

Realizing the roles and status of the teacher's the National Educational Policy(1986) emphasize on the status of the teacher who reflects the socio-cultural ethos of the society, and it is rightly said that no people can rise above the level of teachers as such expression for the

role of the teacher are indeed significant as they are the transmitters, inspirers., promoters of eternal quest for knowledge.

Leadership trait of the teacher is always influenced by the thinking style. Basically thinking style exists at inference between cognition and personality traits. These are the preferred ways of applying one's intellectual ability and knowledge to a problem. It can be said that two people may have equal level of intelligence but they differ on how they focus their ability on the task. Thus, thinking style of teachers as a good leadership trait can adopt critical thinking in order to solve a problem through standards or probability or they differ in judgement/ taking decision while looking for and accepting more diverse ideas and possible solutions. A successful thinking mind is a successful being and so in the world around present days and future days to come demands that teachers are required to be supported to not only become effective leader but also be a skilful thinker.

The notion that the traits of leader are inherited and therefore it can be said that leaders are born and not made. Teachers in the school play a big role in training the potential leaders of the society by formal and informal techniques. Spiritual intelligence in the school play a big role in training the potential leaders of the society by formal and informal techniques. Spiritual intelligence is the realm of self-awareness, self-mastery, meaning and purpose, transcendence and expansion of consciousness. Spiritually intelligent teachers are most valued and preferred ones since the future of the world is shaping in their hands, the teacher as a leader can themselves be the illuminators of tolerance, unity, understanding, love and peace. Since the teacher's main job is to share knowledge, teaching the students how to be "Happy in life" is also a significant job of teacher. Thus, it can be inferred that teachers largely acknowledged role of spirituality in building resiliency, leadership skills, relationship management and coping up with day to day life stress. And it can be acceptable that spiritual intelligence is an integral and central aspect in providing holistic education for all the learners. Even the Nation Education Policy (2020), under its fundamental principles lays stress on creativity and critical thinking as well as on ethics and human, constitutional values like empathy, respect for others , courtesy, spirit of service, respect for public property, responsibility, equality and justice. Thus, this needs teacher to possess a balanced personality as well as have qualities like leadership traits which includes various components like confidence, emotional intelligence, communication skills, decision making ability ,different thinking styles as well as highly spiritually intelligent. The present research work is an

attempt to study these three aspects and qualities of B.Ed. students whilst examining the relationship between these aspects.

5.2.0 STATEMENT OF THE PROBLEM

A Study of the Thinking Styles and Spiritual Intelligence of B.Ed. Students with respect to their Leadership Trait.

5.3.0 OBJECTIVES OF THE STUDY

- 1.To study the Thinking style of B.Ed. students.
2. To study the Spiritual Intelligence of B.Ed. students.
3. To study the Leadership Traits of B.Ed. students.
4. To study the relation of Thinking style with Spiritual Intelligence of B.Ed. students.
5. To study the relation of Thinking style with Leadership Traits of B.Ed. students.
6. To study the relation of Spiritual Intelligence with Leadership Traits of B.Ed. students.
7. To study the relation of both Thinking style and Spiritual Intelligence with Leadership Traits of B.Ed. students.

5.4.0 HYPOTHESES OF THE STUDY

Following null hypotheses were formulated and tested at 0.01 level of significance:

H₀₁: There will be no significant relationship between Thinking style with Spiritual Intelligence of B.Ed. students.

H₀₂: There will be no significant relationship between Thinking style with Leadership Traits of B.Ed. students.

H₀₃: There will be no significant relationship between Spiritual Intelligence with Leadership Traits of B.Ed. students.

H₀₄: There will be no significant relationship between Leadership Traits and the predicted Leadership Traits on the basis of Thinking style and Spiritual Intelligence of B.Ed. students.

5.5.0 EXPLANATION OF THE TERMS

B.Ed. student: It refers to those individuals after Graduation or Post Graduation who are in process of obtaining Bachelor's Degree in Education.

5.6.0 OPERATIONAL DEFINITION OF THE TERMS

Following terms used in the present study were operationally defined in terms of measurable and observable terms.

- d) Thinking style: Thinking style of the B.Ed. students is the score secured by him/her in the “Thinking Style Inventory” developed by Deepa and Annaraja (2012).
- e) Spiritual Intelligence: Spiritual intelligence of the B.Ed. students is the score secured by him/her in the “Spiritual Intelligence Scale” developed by Sharma and Biswal (2010).
- f) Leadership Trait: Leadership trait of the B.Ed. students is the score secured by him/her in the “Leadership Trait Tool” developed by Avoodaiamme (2018).

5.7.0 DELIMITATION OF THE STUDY

The present study was delimited to the English medium second year students of B.Ed. in the state of Gujarat.

5.8.0 METHODOLOGY OF THE STUDY

Survey method was used in the present study. Following process of the survey method was used in the present study.

5.8.1 POPULATION OF THE STUDY

The population of the present study comprised of the students studying at 321 B.Ed. colleges affiliate to different universities of Gujarat. Hence, 25,680 students studying at these B.Ed. colleges will constitute as the population of the present study.

5.8.2 SAMPLE OF THE STUDY

For the selection of sample, Seven B.Ed. colleges were randomly selected from the list of 63 English medium B.Ed. colleges affiliated to different universities with the help of random number. 179 second year students those completed all the data collection tools comprised as the sample for the present study.

5.8.3 TOOLS FOR DATA COLLECTION

1. Thinking style inventory

Thinking style of B.Ed. students was measured with the help of thinking style inventory developed by Deepa and Annaraja (2012). The thinking style inventory comprises of Nine dimensions namely interpersonal, logic mathematical, linguistic, intrapersonal, spatial, existential, musical, naturalistic and kinesthetic dimensions. Out of total 49 items,

there were 6 items for interpersonal dimension, 7 item for logical mathematics dimensions, 5 items for linguistic dimension, 6 items for intrapersonal dimension, 5 items for spatial dimension, 5 items for existential dimension, 6 items for musical dimension, 5 items from naturalistic dimension and 4 items from kinesthetic dimension. The response of the items were scaled with five categories namely strongly agree, agree, uncertain, disagree and strongly disagree.

2. Spiritual intelligence scale

Spiritual intelligence of the B.Ed. students was measured with the spiritual intelligence scale developed by Sharma and Biswal (2010). The spiritual intelligence scale comprises of 7 dimensions namely self-awareness, self-practices, life style values, equality, spiritual values, helping behaviour and the ability to overcome the sacrifice. Out of the 70 items, 8 items were from the self-awareness dimension, 6 items were from the self-practice dimension, 12 items were from life style values dimension, 7 items were from the equality dimension, 14 items were from the spiritual values dimensions, 13 items were from the helping behaviour dimension, 9 items were from the ability to overcome suffering's dimension. The response of the items were scaled with five categories like, strongly agree, agree, uncertain, disagree and strongly disagree.

3. Leadership trait scale

Leadership trait of the B.Ed. students was measured with the help of leadership trait scale developed by Avoodaiammal (2018). The leadership trait scale comprises of 6 dimensions which are self-administration, finance analysis , analysis , human resource, time management and problem solving. Out of 30 items there were 8 items for the self-administration dimension, 3 items for the finance analysis dimension, 5 items for the analysis dimension, 6 items for human resource dimension, 3 items for time management dimension, 5 items for problem solving dimension.. The response of the items were scaled with five categories like, not at all, rarely, sometimes, often and very often.

5.8.4 ANALYSIS OF DATA

For the purpose of descriptive analysis of data mean, standard deviation, standard error of mean were used. For the purpose of inferential analysis, product moment correlation and multiple correlation were used as per the requirement of the data.

5.9.0 MAJOR FINDING OF THE STUDY

Following major findings were drawn from the analysis and interpretation of data.

1. B.Ed. students were found moderate and homogeneous in their thinking style. Further dividing the total B.Ed. students, 63.33% were found moderate, 16.11% were found to have low and 20% were found high in their thinking style. B.Ed. students were also found with moderate to high mean score ranging from 84.1% to 64.28% in all the nine components of thinking styles namely interpersonal, logical and mathematical, linguistic, intrapersonal, spatial, existential, musical, naturalistic and kinesthetic.
2. B.Ed. students were found high and homogeneous in their spiritual intelligence. Further dividing the total B.Ed. students, 75% were found moderate, 14.50% were found to have low and 11% were found high in their spiritual intelligence. B.Ed. students were also found with high mean scores ranging from 86.7% to 74.00% in all the seven components of spiritual intelligence namely self-awareness, self-practices, life style values, equality, spiritual values, helping behavior as well as ability to overcome the behavior.
3. B.Ed. students were found high and homogeneous in their leadership trait. Further dividing the total B.Ed. students, 82.23% were found moderate, 10.56% were found to have low and 7% were found high in their leadership trait. B.Ed. students were also found with high mean score ranging from 99.48% to 72.28% in all the six components of leadership trait namely self-administration, finance analysis, analysis, human resource, time management and problem solving .
4. The correlation between Thinking style and spiritual intelligence of the B.Ed. students was found to be positive, substantial and significant.
5. The correlation between Thinking style and Leadership trait of B.Ed. Students was also found to be positive, substantial and significant.
6. The correlation between spiritual intelligence and leadership trait of the B.Ed. students was found to be highly positive, substantial and significant.
7. The Thinking style and Spiritual intelligence had highly significance influence on the Leadership trait of the B.Ed. students.

5.10.0 DISCUSSION

The major findings are further discussed here. In pursuance of the objective of the present study, the data were organised to accomplish the objective. After the analysis of data, the major findings arrived which are discussed in brief as follows:

The findings of the present study in regard to the thinking style of the B.Ed. students revealed that nearly 63.33% of the B.Ed. students were moderate in their thinking style. The mean, standard deviation and the standard error of mean of the Thinking style of the B.Ed. students were 188.46, 19.18 and 1.433 respectively that explains that the score of distribution is clustered more in the centre of the graph. The findings were supported by study conducted by Deepa(2012) while the other research studies by Sharma(2012) and Orlando(2014) revealed that thinking style of teachers play a major role. It also states that there is difference between male and female B.Ed. trainees in their thinking styles and dimensions as well as the educators must incorporate strategies aimed at addressing different cognitive styles and levels of spiritual intelligence into their pedagogy. The findings related to relational analysis of the data revealed that there is moderate and significant relation between thinking style and leadership trait of B.Ed. students. Thinking style also has a moderate and significant relationship with spiritual intelligence as well.

The findings of the present study in regard to the spiritual intelligence of the B.Ed. students revealed that nearly 75% of the B.Ed. students were moderate in their spiritual intelligence. The mean, standard deviation and the standard error of mean of the spiritual intelligence of the B.Ed. students were 297.85.46, 41.83 and 3.216 respectively that explains that the score of distribution is clustered more in the centre of the graph. The findings were supported by study conducted by Rajesh(2011) while the other research studies by Ruiz (2005), Dhatt (2014) reveals that spiritual intelligence of B.Ed. trainees have an impact on the thinking style as well as leadership trait. It states that an model of leadership to be proposed which symbolises the special type of energy which interconnects the spiritual elements in the educational leadership as well as include all the elements of humane education to be proposed in the B.Ed. teacher. The findings related to relational analysis of the data revealed that there is High and significant relation between spiritual intelligence and leadership trait of B.Ed. students. The results for the component involving thinking style also showed results of similar kind which were supported by the finding of Rajesh (2011).

The findings of the present study in regard to the leadership trait of the B.Ed. students revealed that nearly 82.23% of the B.Ed. students were high in their leadership trait. The mean, standard deviation and the standard error of mean of the leadership trait of the B.Ed. students were 121.20, 17.55 and 1.311 respectively that explains that the score of distribution is clustered more in the centre of the graph. The findings were supported by study conducted by Avoodaiannal (2018) while the other research studies conducted by Saju(2012) and Suman and Sarla (2013) reveals that there is a relationship between leadership trait with the teaching efficacy but it differs due to the personality traits, social traits and personal traits of male and female teachers. The findings related to relational analysis of the data revealed that there is High and significant relation between spiritual intelligence and leadership trait of B.Ed. students where as there is moderate relationship between thinking style and leadership trait of the B.Ed. students.

Hence the reviewed literature was beneficial for the investigator and the major findings disclosed that the two variables thinking style and spiritual intelligence are interrelated they influences the leadership trait of the B.Ed. students. Enhancement in one aspect will further enrich the other components and so the focus of the teacher training institution should be on these aspects like thinking style, spiritual intelligence and leadership trait in order to prepare and get effective teachers.

5.11.0 IMPLICATION OF THE PRESENT STUDY

The following are the implications drawn out from the findings of the present study:

- The finding can give suggestions to the Teacher Training Institute to frame a suitable curriculum required for the student teachers with an objective that emphasize more favorably on their thinking style, leadership trait and spiritual intelligence.
- The findings also suggest that the Teacher Training Institute should focus more on the thinking style of the student-teachers which will benefit them in future.
- The findings also suggest that the Teacher Educators of B.Ed. institute should incorporate strategies aimed at addressing different cognitive /thinking styles and dimensions of spiritual intelligence in their pedagogy.
- Findings also suggest for more proactive role of policymaker for providing a systematic formal guidance and official framework within which the aspects of spiritual intelligence and leadership trait can be addressed.

5.12.0 SUGGESTIONS FOR FURTHER RESEARCH

The present study was limited to English medium B.Ed. college/ institutions in Gujarat. The researcher would like to suggest some more areas and issues for further studies which are given as follows.

- Similar study can be conducted taking vernacular medium institutes as sample, as these institutes are more in number than those of English medium B.Ed. college.
- The studies could be conducted with little bigger sample, taking in a stratified manner.
- Apart from leadership trait, thinking style and spiritual intelligence, some other variables like emotional intelligence, metacognition, social intelligence, technological awareness etc. could be taken for the further research.
- Academic achievement of B.Ed. students could be studied along with the taken three variables.

5.13.0 CONCLUSION

The present study was conducted with the objective to determine the level of thinking style, spiritual intelligence and leadership traits of the B.Ed. students as well as to determine the relationship among these variable. The findings of the study revealed that most of the B.Ed. students have high level of spiritual intelligence and leadership trait whereas students are found moderate in their thinking style. The study also revealed that the thinking style and spiritual intelligence had a highly positive significance influence on the leadership trait of the B.Ed. students. Hence attempt could be taken to enhance the thinking style of the B.Ed. students. Though B.Ed. students were high in leadership trait and spiritual intelligence, they could be motivated to show it in their teaching learning activities. This can help in making a group of efficient teachers and preparing them for the future education system.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Abdi, A. (2012). A study on the relationship of thinking styles of students and their critical thinking skills. *Procedia-Social And Behavioural Science* 2012)1719-1723. Retrieved from <http://www.sciencedirect.com>
- Alford,K.P., & Beatty,H.R. (1951). *Principles of Industrial Management*. New York: Ronald Press .
- Antoinette,B.M. (1992). A study of the leadership thinking style of administrator and students of educational adminstration.
- Avoodaiammal, M. (2018). Brain dominance, Emotional Intelligence and Leadership traits of college students in Triunelveli,Madurai and Virudhiuwagar district.
- Aydin, D. (2018). Relationship Between the Spiritual Intelligence and Self-Regulation Skills of Education Faculty Students. *Jouranl Of Education And Training Studies*, 6(2324805X). doi: 10.11114/jets.v6i12.3481
- Barreiro, O. M. (2014). Cognitive Ability, Thinking Styles, Emotional Intelligence, and Their Impact on academic Performance. *Proquest*, 125 Retrieved from <https://search.proquest.com/docview/1636219380/fulltextPDF/F415237E80A9461CPQ/1?accountid=144497>
- Belousa. (2005). Spiritual as dimension of eduvcation in Lativa. *Dissertation Abstarct International*, 66(1134-A), 4.
- Betoret. (2007). The influenceof students' and teachers' thinking styles on the student course satisfactionand their learning process. *Educational Psychology*, 219-120.
- Burns, S.& Lamont,G.(1995). Values and vision, Handbook for spiritual development and Global awareness.
- Castellow, T. (2011). *The Preferred Principal: Leadership Traits, Behaviours and Gender Characteristics School Teachers Desire in a Building Leader* (Ph.D). Western Kentucky University.
- Chandak. (2007). Spiritual intelligence for self- empowering leaders of business and industrial organisation in 21st century :A comparative study of Indian and American leaders.

- Cousar, T. (2017). Teacher Perception of Principals' Leadership Traits and Middle School Math and Science Teachers' Job Satisfaction: A Causal-Comparative and Correlational Study. *Proquest Dissertations Publishing*, 2017, (10607908.). Retrieved from <http://proquest.com/docview/1947584453>
- Dalal, S., & Rani, S. (2013). A Study of Leadership Quality in Teaching Profession. *International Journal Of Scientific And Research Publications*, 3(11). Retrieved from <http://www.ijsrp.org>
- Dasgupta. (2002). SQ:The ultimate intelligence in the aid of Gujarat earthquake victims. *THE unpublished M.A.dissertation(Psy.)*.
- Davis,K. (1967). *Human Behaviour At work* . New York: McGraw-Hill.
- Deepa, H. (2011). A study on thinking style and conceptions of creativity among university students.
- Duane, H. (1997). A study on Leadership trait as revealed by Leadership values. *Available from proQuest Dissertations & Thesis Global*. Retrieved from <https://search.proquest.com/pqdtglobal/docview/304358886/abstract/82DF1805793F40D9PQ>
- Ever, C. (2011). *A Relational Study of Elementary Principals ' Leadership Traits, Teacher Morale, and School Performance* (Ph.D). University of Southern Mississippi.
- Garrett, H. (2008). *Statistics in Psychology and Education*. Bombay: Valat Fefes and Simon.
- H., D. (2012). Influence of emotional intelligence and thinking style on decision making of distance education B.ED,students . Palayamkottai, Tamilnadu.
- Haiman, F.S. (1950). *Group Leadership and Democratic action*. USA: Houghton Mifflin Company.
- Harrison, A. F., & Bramson, R. M. (1984). *Art of Thinking*.

- Hartified. (2003). A study on internal dynamics of transformational leadership with reference to effects of spirituality, emotional intelligence and self efficacy.
- Jones, M. (2006). Thinking style difference of female college and university Presidents: National Study. Theses, Dissertation And Capstones, 197.
- Joy, S. (2011). Enhancement and development of programme for emotional intelligence and spiritual intelligence. Available from proQuest Dissertations & Thesis Global. Retrieved from <https://search.proquest.com/pqdtglobal/docview/1873484293/citation/4B29C3515F49419Bp>
- Kates, I. C. (2002). A study on awakening creativity and spiritual intelligence: The soul work of holistic education.
- Kaur, D. (2021). A Study of Spiritual Intelligence Self Efficacy Emotional Intelligence and Achievement of Student Teachers. Retrieved 15 March 2021, from <http://hdl.handle.net/10603/188358>
- Kaur, M. (2013). Spiritual Intelligence of Secondary School Teachers in Relation to Their Job Satisfaction. *International Journal Of Educational Research And Technology*, 4(3)(0976-4089), 104-109. Retrieved from <http://www.soeagra.com/ijert/ijert.htm>
- Mangal. (2014). *Advanced Educational Psychology*. New Delhi: India: PHI.
- Manghrani. (2001). Tool construction of spiritual intelligence and assessing the efficiency of tool for with managerial effectiveness. *An unpublished M.S University dissertation (psy)*.
- Michael, C. (1991). A study on thinking style and training preference of educational and corporate leaders. Available from proQuest Dissertations & Thesis Global. Retrieved from <https://search.proquest.com/pqdtglobal/docview/303933542/2E972B562D814D40PQ/17?accountid=144497>
- Ministry of Education. (2020). *National Education Policy*. New Delhi: Government of India Press

- Ministry of Human Resource Development. (1986). *National Policy On Education*. New Delhi: Governemnt of India Press.
- Ministry of Human Resource Development,. (1948-49). *University Education Commission*. New Delhi: Government of India Press.
- Mitroff,J.I.,&Denton E.A (1999). *Astudy of Spirituality in workplace*. Cambridge:Sumna: Sloan Management Review.
- NCERT. (2005). *National Curriculum Framework 2005*. New Delhi: National council for Reseach and Training, Sri Aurbindo Marg.
- Naylor,C. (2011). *The Rights and Responsibilities of Teacher Professional Autonomy*. Vancouver: BCTF Research Report, Section XII,2011.
- NCTE. (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Human Teachers*. 2009.
- Orlando, B. (2014). A study on cognitive ability, thinking styles, emotional intelligence and. *Available from proQuest Dissertations & Thesis*. Retrieved from [Retrivedhttps://search.proquest.com/pqdtglobal/docview/1636219380/abstract/51C8B3FD89](https://search.proquest.com/pqdtglobal/docview/1636219380/abstract/51C8B3FD89)
- Ozbek Bastug, O. (2014). Thinking style of teachers, principals and inspectors in primary education. *Academic Journal*, 9(21)(119450148397), 1173-1184. Retrieved from <http://doi.org/10.5897/>
- Ozlem & Bunyanium (2014). Thinking style of teachers, principals and inspectors in primary education. *Academic Journal*, 9(21)(119450148397), 1173-1184. Retrieved from <http://doi.org/10.5897/>
- Rana, J. (2015). Thinking styles of school students as related to culture, gender and stream. *International Journal For Educational Research Studies*., 2(2454-5554), 598-618. Retrieved from <http://www.srjis.com>
- Razak. (2015). A study on leadership styles of lecturers technical and vocational in teaching and learning.
- Reed, K. M. (1997). *The Intelligent School*. London:Paul Chapman Publishing.

- Resmi. (2012). A study on leadership qualities of students at higher secondary level.
- Ruiz. (2005). Spiritual dimension in educational leadership . Spiritual dimension in educational leadership. *Dissertation Abstract International*, 66, 518-A.
- Saju. (2012). A study on relationship between leadership qualities and teaching efficacy of teachers.
- Saranya, R., & Sangeetha, T. (2017). A Study of spiritual intelligence in relation to achievement in science among secondary school students in Coimbatore district. *International Journal Of Research -GRANTHAALAYAH*, 5(6), 10-17. doi: 10.29121/granthaalayah.v5.i6.2017.1987
- Sharma. (2012). *A study on Thinking style and Leadership Trait of B.ED. Students in Kanyakumari district*.
- Shearer, B. (2009). A study on development of thinking style survey for web based Administration. Retrieved from www.miresearch.org/files
- Singh, G. (2008). Definition of spiritual intelligence. Retrieved from [http://en.wikipedia.org/spiritual intelligence definitions](http://en.wikipedia.org/spiritual%20intelligence%20definitions)
- Sniderman, R. (1992). A study conducted on Leadership style of school leaders and their relationship to thinking styles via Brain dominance. Available from *proQuest Dissertation*. Retrieved from <https://search.proquest.com/pqdtglobal/docview/304028666/abstract/51C8B3FD89C64017PQ/4?accountid=144497>
- Sternberg. (1994). *Thinking style and the Gifted* (Vol. 16(2)). Reoper Review.
- Sternberg. (1997). *Thinking Style*. Cambridge: Cambridge University Press.
- Subhasini. (2012). Study on relationship between assertiveness and leadership qualities among high school students.
- Trait Theory of Leadership Guide. (2021). Retrieved 15 March 2021, from <https://www.cleverism.com/trait-theory-of-leadership-guide/>
- Vijaykumari, K., & Prasanthini, T. (2018). Leadership qualities and Personality traits of Higher Secondary School students. *Guru Journal Of Behavioural And Social Sciences*, 6(1), 764-768. Retrieved from <http://www.gjbss.org>

Whitehead, a. (1929). *The aim of Education*. New york: McGraw-Hill.

Zohar, D. & Marshall, I. (2000). SQ: Spiritual intelligence, the ultimate intelligence.

Zohar, D. & Marshall, I. (2003). Definition of spiritual intelligence. Retrieved from [http://en.wikipedia.org/wiki/spiritual intelligence Definitions](http://en.wikipedia.org/wiki/spiritual_intelligence_Definitions)

Zohar, D. & Marshall, I. (2004). Definitions of spiritual intelligence. Retrieved from [http://en.wikipedia.org/wiki/spiritual intelligence Definitions](http://en.wikipedia.org/wiki/spiritual_intelligence_Definitions).

.

APPENDICES

LEADERSHIP TRAIT SCALE DEVELOPED BY AVOODAIAMMAL(2018):

Answer each of the following questions by putting a tick (✓) in the appropriate column. Answer the questions in terms of your own personal experiences and feelings. Kindly answer all the questions and your response will be kept confidential.

Sr. No.	Statement	Not at all	Rarely	Sometimes	Often	Very often
1	I act as the spokesman of the group					
2	I am very correct in dealing money					
3	I manage to buy the things at the estimated cost					
4	I publicize the activities of the group					
5	When assigning tasks, I consider people's skills and interests					
6	I'm optimistic about life, and I can see beyond temporary setbacks and problems.					
7	I let some members take advantage of me.					
8	I treat all group members as my equal.					
9	When circumstances change, I can struggle to know what to do.					
10	I am the leader of the students for name sake					
11	I give prior notice when changes are made					
12	I Accept my defects in stride					
13	I handle even complex problems efficiently					
14	I speak from a strong inner conviction.					
15	I am willing to make changes and modernize the concept.					
16	I drive hard when a job is to be done.					
17	I am not prompt in finishing the work.					
18	I help group members to settle their difference.					
19	I make inspiring talks to encourage the students.					
20	I remain calm when uncertain about the events.					
21	I help the students to do the task easily.					

22	I take full charge when emergencies arise.					
23	I can solve problems through probing.					
24	I am not afraid of financial insufficiency					
25	I make time to learn what people need from me, so that they can be successful					
26	I will fight for the right.					
27	I am a well determined person.					
28	I believe that society makes a man.					
29	I believe a man is made of self-discipline and self-respect.					
30	I believe I am healthy.					

**SPIRITUAL INTELLIGENCE SCALE DEVELOPED BY SHARMA NAD
BISWAL(2010):**

Answer each of the following questions by putting a tick (✓) in the appropriate column. Answer the questions in terms of your own personal experiences and feelings. Kindly answer all the questions and your response will be kept confidential.

Sr. No.	Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1	I know what Kind of a person I am.					
2	I develop my spirituality through disciplined activities like Meditation, reading spiritual books and taking spiritual courses.					
3	I am satisfied with my personal life					
4	According to me, gender equality should prevail in employment opportunities					
5	I trust on divinity .					
6	I work for long term benefits of others.					
7	I believe that peace of mind is the ultimate goal of life.					
8	I know the truth of life.					
9	According to me, spiritual activities provide wisdom to a person					
10	I follow ethics in my life.					
11	I consider man and woman as equal partners.					
12	I believe that spirituality brings change in person's life.					
13	According to me, everyone should spare some time to help others.					
14	I use to be natural in new situations.					
15	I am aware of my emotions.					
16	I believe that yogic exercises are necessary for the development of spirituality.					
17	According to me, social life is as important as personal life.					
18	I respect people instead of their different caste, creed and colour.					
19	I can recognize spiritual values in others.					

20	I sacrifice my personal ego for the good of others.					
21	I understand and act to solve the underlying cause of my problems.					
22	I seek meaning and purpose in life.					
23	Meditation increases my reasoning power.					
24	According to me, adjustment is the basis for healthy relationships.					
25	According to me, inequality in the society prevents the development of the nation.					
26	According to me, human love is the shadow of divine love.					
27	I act responsibly to help the earth.					
28	I can easily adjust in any type of situation.					
29	I have very clear views about right - wrong or good - bad.					
30	According to me, meditation gives relaxation to body and mind.					
31	I have sympathy for others					
32	I respect the equity measures like reservation to some sections of population.					
33	I love all living beings					
34	According to me, there is no greater religion than helping others					
35	Suffering leads me to realization of the value of life.					
36	I am able to control my emotions					
37	I have control over my senses.					
38	Sacrifice strengthens me for interpersonal relationship,					
39	According to me, there should not be compromise between equity measures and quality.					
40	According to me, true love is the spirit to lead us in the path of success and happiness.					
41	I believe that service to humanity is service to almighty					
42	I can overcome pain by believing in myself.					
43	I am aware of my strengths and weaknesses.					
44	I believe in the purity of living.					
45	I am aware of my values.					
46	I believe that inequality is the cause of many social unrest problems					

47	I do my work honestly					
48	I work for developing the consciousness in people,					
49	Since I accept that whatever happens, happens for our good, I simply accept pain and suffering without any dissatisfaction					
50	I am eager to learn from my day to day experiences.					
51	I believe in self-discipline.					
52	I accept my mistakes.					
53	According to me, the issue of equality should be considered above narrow party politics.					
54	I have trust on my spiritual values.					
55	I am ready to help others in any natural calamities.					
56	I am able to work under pressure.					
57	I always think deeply and act.					
58	According to me spiritual wisdom is necessary for over all human development.					
59	I believe in hard work					
60	I work to foster equality in the society					
61	I am able to distinguish between truth & false.					
62	According to me, one should help someone who deserves it					
63	I do not fear to face any situation in my life.					
64	I am firm in my decisions					
65	I follow morality to live a happy life					
66	I follow simple living and high thinking					
67	I will do my best to bring equality at my work place.					
68	According to me, one is incomplete without spiritual values.					
69	According to me, one should be involved in charitable activities.					
70	According to me, the ability to fight with suffering makes one stronger.					

**THINKING STYLE INVENTORY DEVELOPED BY DEEPA AND
ANNARAJA(2012):**

Answer each of the following questions by putting a tick (√) in the appropriate column. Answer the questions in terms of your own personal experiences and feelings. Kindly answer all the questions and your response will be kept confidential.

Sr. No.	Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1	I Spend time to reflect on my life and my future					
2	I am interest in discussing my future life.					
3	I like to spend time to help other people.					
4	I find myself in speaking on behalf of the group.					
5	When I am in a group, I find myself acting a role or doing an impression of some one.					
6	I expressed to accept my own view points.					
7	When I am in a good company, I like to share their reflections.					
8	I Try to solve mysteries, riddle of cross word puzzle.					
9	I try and solve the problem scientifically.					
10	When I am in a group, I work out the bill in a restaurant.					
11	I am interested in scientific experiments and ideas.					
12	I am interested in playing with numbers.					
13	Whatever problem face in my life, I can solve them without disturbing any external factors.					

14	I like to express my ideas and generalizations in a form of book.					
15	I spend my time to write a letter, story and poem.					
16	I like to tell stories					
17	I am interested in my theology and folk tales.					
18	I am interested in reading philosophy books and news about philosophy.					
19	I like to read books having a lot of fun.					
20	I get lost in reading a good book.					
21	I try an activity for self-improvement.					
22	When I am in a group, I take the role of leader.					
23	I enjoy a good discussion or arguments.					
24	My thoughts are centering around my successful career in my life.					
25	I have an eagerness to earn a lot of good friends in my life					
26	I think it is pointless to analyse out own value system and motives.					
27	I spend time to thinking about life's big questions.					
28	I spend time one navigates or reads the map.					
29	I am interested in traveling.					
30	I would like to be in a good position and wish to be appreciated by my community.					
31	Wherever I go, I know how to manage myself.					
32	I analyse what is going to happen next.					
33	I always follow traffic rules.					
34	I spend time to write a journal or personal log					

35	I spend the time to sing a song,					
36	I wonder what other people in the group are thinking					
37	I often set goals for myself or make specification plans for the future.					
38	I always show my love affection to the age older and prefer to get their Blessings.					
39	I concentrate on my goal.					
40	I am interested to listen to music.					
41	I want to play a musical instrument.					
42	I like to write songs or creating new music.					
43	I enjoy melodious song.					
44	I believe music can relax one's mind and body.					
45	I like pathetic songs only.					
46	I yearn to spend time with nature.					
47	I want look after an animal.					
48	I like gardening and working with plants.					
49	I am interested to see the natural sciences.					

