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Dimensions of Intelligence as Predictors of Values of Trained Secondary Teachers

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I. INTRODUCTION

Values have been a fundamental component of the cultural system of social life. Seen from various perspectives they have acquired different roots, philosophy is concerned with the nature of values and at one hand it is seen as an observable fact and attribute of an object, situation, and person naming it beauty under aesthetics, on the other hand it's seen as a subjective phenomenon and a moral priority attached to a behavior termed as good or bad under ethics. Psychologically values are individualistic features of personality that direct the behavior and interest of a person. Sociologically values are collective legitimacies demonstrating the goals of the members of societies. They provide people with measurements and standards to meet mutual expectations and directions. Anthropologically, values are seen as group norms emerging from interaction of personality, social structures and environment. As values are considered the basic elements of any cultural tradition, each culture through its transmission mechanism ensures the preservation, transmission and progression of its values. The education system as such a mechanism, has been focusing on value development in students and also the teachers as the transactors of these values. They too need to possess them to identify their importance and to successfully inculcate them in their students.

NCF for teacher education (2009) stating the significance of Values in a teacher states:

- "Teaching, essentially, is also a moral undertaking although information transmission dominates the teacher's work. Teachers are concerned in an important way with the total development of human beings – physical, intellectual, social, moral and spiritual. While the dimensions of teaching other than the informational and cognitive may have suffered in modern times due to a variety of factors, one cannot deny that they constitute an integral part of the teacher's role and functions. The implication of this for teacher education programs and institutions is that due emphasis should be given to developing in the teacher proper attitudes, values, and outlook apart from training one as a skilled crafts person".

- "We need to re-conceptualize citizenship training in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity, secularism and caring values".

The document of national importance is clearly indicating the need of social, democratic and knowledge values in a teacher. The teacher education program has been focusing upon cognitive-emotional-skill development of a teacher assuming value development through it. Does this kind of training develop values or just leaves the prospective teacher with the information of the desirable values of the culture to be inculcated in its members, is a question yet to be answered. There have been few researches on relationship of values and thinking abilities. Studying Values and Emotional Intelligence, Kumar (2006) found Student teachers with low Emotional Intelligence have high Economic and Hedonistic Values as compared to student teachers with high Emotional Intelligence. Pandey and Jaiswal (2006) found that there was no significant difference in Values of student teachers with high and low Emotional Intelligence. **The inconsistency in findings of the two studies and lack of studies exploring the relationship of each Rational and Spiritual dimensions of Intelligence with Values, joint contribution of the three dimensions of Intelligence in predicting the Values indicates a research gap.**

II. OBJECTIVE

To study the individual contribution of Rational Intelligence (Verbal Intelligence and Non-Verbal Intelligence), Emotional Intelligence, and spiritual Intelligence in predicting Values (Social, Democratic, Knowledge) of Secondary Teachers

III. HYPOTHESIS

There is no significant individual contribution of Rational Intelligence (Verbal Intelligence and Non-Verbal Intelligence), Emotional Intelligence, and spiritual Intelligence in predicting Values (Social, Democratic, Knowledge) of Secondary Teachers.