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Spiritual Intelligence and Teaching Aptitude of Prospective Teachers in Erode District

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Abstract

This study aimed to find out the relationship between spiritual intelligence and teaching aptitude of prospective teachers in Erode district. 246 prospective teachers were selected by using simple random sampling technique. Spiritual Intelligence Scale by Sumathi (2010) and Teaching Aptitude Test by Nithya (2011) were used to collect the data. This study found that no significant relationship is found between spiritual intelligence and teaching aptitude of prospective teachers

Keywords: spiritual intelligence, teaching aptitude, prospective teachers

Introduction

The term 'spiritual' originates from the Latin etymology 'spiritus', denoting 'breath', specifically alluding to the breath of life. This process entails the act of embracing our emotions and developing our ability to encounter profound wonder, deep respect, and appreciation. The capacity to perceive the divine inside everyday life is to experience the profoundness of existence, to comprehend the intensity of being, and to surrender oneself to entities beyond our own limitations. The objective of this endeavor is to foster an enhanced sense of affection and empathy towards both individuals and the various forms of life that inhabit our world. The impact of this phenomenon is conducive to both physical and emotional well-being.

Spiritual intelligence is classified as one of the various forms of intelligence and has the potential for independent development. Spiritual intelligence necessitates the utilization of several modes of cognition and the harmonious blending of one's internal cognitive and spiritual experiences with their external professional endeavors. The development of this skill can be fostered through the processes of questing, inquiry, and practice. The development of spiritual experiences may be influenced by various factors, including the setting and methods of integration. The manifestation of spiritual maturity is demonstrated by the cultivation of wisdom and the engagement in compassionate deeds within the realm of human existence. The presence of spiritual intelligence is crucial in the process of discerning spiritual choices, as it plays a significant role in fostering psychological well-being and facilitating holistic spiritual growth.

Review of Related Literature

Chakma, Chitra, Majid, and Ishfaqm (2023), examined both teachers and pupils spiritual intelligence. A holistic approach to life improves people's well-being, happiness, and success. Spiritual intelligence (SI) helps people improve their emotions, thoughts, body, and mind, promoting a holistic lifestyle. Discrimination promotes self-awareness, positive traits, and the distinction between good and bad. Therefore, this capability is effective in addressing personal, educational, societal, and other difficulties. Higher education aims to provide a broad perspective on life, and Social Intelligence (SI) helps students and educators handle difficult situations and improve their well-being. With this in mind, the current study examined instructors' and students' social intelligence (SI), the impact of job titles on SI, and the numerous characteristics of SI using a cross-sectional survey. A self-developed SI rating scale was used to randomly collect data from 1266 students and 330 teachers. The study found that teachers and students with low, medium, and high social intelligence were evenly distributed. The study also found no association between

classification and social IQ. It was also shown that participant categorization affected social interaction.

The relationship between Spiritual Intelligence and Self-Regulatory Behavior Skills of Education Faculty Students was examined by Aydin, Davut (2018). The purpose of this study is to clarify the relationship between the self-regulation skills and spiritual intelligence traits among education faculty students. Research was conducted quantitatively using the relational screening approach. Data from 606 teacher candidates—352 female and 254 male students—selected through stratified sampling from students enrolled at Ahi Evran University's Education Faculty during the academic year 2017–2018 were used to conduct the study. According to the study's conclusions, there is only a weak relationship between students' capacities for self-regulation and their spiritual intelligence traits.

In his study, Nasel (2004) put out a distinct conceptualization of spiritual intelligence, wherein he characterized it as the utilization of spiritual capacities, resources, and contextual factors. According to the individual in question, individuals employ spiritual intelligence as a means to address challenges encountered in their everyday lives, contemplate matters of existential significance, and arrive at rational judgments.

According to Coyle's 2002 review of the pertinent literature, spirituality was primarily defined in the following manners: the structural-behavioural definition, which focused on actions like praying and attending church, the value-driven approach, which saw spirituality as the framework for the development of human potential, and the transcendent approach, which focused on the feeling of overcoming one's own limitations in order to connect with higher meaning and power.

According to Mayer (2000), the notion of spiritual intelligence could be more accurately characterized as spiritual consciousness. In his view, consciousness refers to the capacity to perceive and comprehend mental operations and the organization of awareness. Mayer (2000) contends that it is more appropriate to conceptualize spiritual intelligence as a condition of heightened awareness and being, rather than a cognitive aptitude.

Need for the Study

The prospective teacher should have a sound philosophy of education, knowledge of psychology and a dynamic sociological perspective. The teacher education programme should develop the whole personality of the student teacher. The future teacher should possess the necessary skills and competencies, which will make his teaching task easy, useful and effective. At present there are more than 600 colleges of education in Tamilnadu. The number of teacher preparation institutions is going on increasing rapidly and lakhs of young graduates are undergoing the teacher training programmes. The mushroom growth of teacher education institutes without adequate instructional and infrastructure facilities has diluted the quality of teacher education. Moreover, student teachers are admitted into the institutes on the basis of their academic marks. Teaching aptitude and spiritual well-being are considered the important input variables for successful teacher preparation programme. Unfortunately, this aspect is not considered for admission in teacher education programme. In the present setting, the problem has been selected for study.

Objectives of the Study

1. To find out the level of spiritual intelligence among prospective teachers.
2. To find out the level of teaching aptitude among prospective teachers.

3. To find out the significant difference in spiritual intelligence of prospective teachers with respect to the background variables year of study, educational qualification and marital status.
4. To find out the significant difference in teaching aptitude of prospective teachers with respect to background variables year of study, educational qualification and marital status.
5. To determine the substantial correlation between spiritual intelligence and teaching aptitude among prospective teachers.

Hypotheses of the Study

1. The level of spiritual intelligence among prospective teachers is high.
2. The level of teaching aptitude among prospective teachers is high.
3. There is no significant difference in the spiritual intelligence of prospective teachers with respect to their year of study.
4. There is no statistically significant difference in the spiritual intelligence of prospective teachers with respect to their educational qualification.
5. There is no statistically significant difference in the spiritual intelligence of prospective teachers with respect to their marital status.
6. There is no statistically significant difference in the teaching aptitude of prospective teachers with respect to their year of study.
7. There is no statistically significant difference in the teaching aptitude of prospective teachers with respect to their educational qualification.
8. There is no statistically significant difference in the teaching aptitude of prospective teachers with respect to their marital status.

9. There is no statistically significant relationship between spiritual intelligence and teaching aptitude of prospective teachers.

Methodology

Method Used

The investigator has chosen descriptive survey method for studying the spiritual intelligence and teaching aptitude of prospective teachers.

Sample of the Study

The researcher employed a simple random sampling technique. A total of 246 prospective educators were selected as the sample for this study.

Tool Used

Researcher found that Spiritual Intelligence Scale by Sumathi (2010) seemed to be appropriate for this study. The tool was slightly modified based on experts' suggestion. The tool was in the form of Likert type items. The Spiritual Intelligence scale contains 20 statements. The researcher established the content validity for the tool and the reliability of the tool has established by using test-retest method. It was found to be 0.72

The researcher found that a test for Teaching Aptitude which is constructed by Nithya (2011) was the best tool for the study. The tool was in the form of multiple choice types. The teaching aptitude test consists of 20 statements. The researcher established the content validity for the tool and the reliability of the tool has established by using KR-20 method. It was found to be 0.76.

Statistical Techniques Used

The investigator employed descriptive statistics (Mean and SD), parametric statistics (students “t” test) and correlation analysis to process the data collected from the samples.

Analysis of the Data

Table 1

Spiritual Intelligence and Teaching Aptitude Level of Prospective Teachers

Variable	Low		Moderate		High		Remarks
	Count	%	Count	%	Count	%	
Spiritual Intelligence	0	0	38	15	208	85	High
Teaching Aptitude	41	17	195	79	10	4	Moderate

From the Table 1, 85% of prospective teachers’ spiritual intelligence scores fall in the High category. Hence, it may be concluded that the level of spiritual intelligence among prospective teachers is high. The hypothesis 1 is accepted.

On the other hand, 79% of prospective teachers’ teaching aptitude scores fall in the moderate category. Hence, it may be concluded that the level of teaching aptitude among prospective teachers is not high. The hypothesis 2 is rejected.

Table 2

The Mean Difference in Prospective Teachers' Spiritual Intelligence Scores by Year of Study, Education, And Marital Status

Variable	Sub variables	N	M	S.D.	't' value	Remarks
Year of study	First	127	77.96	9.28	0.81	Not significant
	Second	119	77.00	9.21		

Educational qualification	Graduate	189	78.35	8.34	2.28	Significant
	Post graduate	57	74.64	11.35		
Marital status	Married	52	72.75	9.99	3.96	Significant
	Unmarried	194	78.76	8.61		

From the Table 2, the calculated ‘t’ values between the spiritual intelligence scores of prospective teachers with respect to educational qualification and marital status are 2.28 and 3.96 respectively. These ‘t’ values are higher than the table value 1.96 at 0.05 level of significance. Therefore, the hypotheses 4 and 5 are rejected.

On the other hand, calculated ‘t’ value between the spiritual intelligence scores of prospective teachers with respect to year of study is 0.81. This ‘t’ value is less than the table value 1.96 at 0.05 level of significance. Therefore, the hypothesis 3 is accepted.

Table 3

Mean Difference between the Teaching Aptitude Scores of Prospective Teachers based on Year of Study, Educational Qualification and Marital Status

Variable	Sub variables	N	M	S.D.	‘t’ value	Remarks
Year of study	First	127	9.00	2.53	0.45	Not
	Second	119	8.85	2.67		Significant
Educational qualifications	Graduate	189	9.08	2.66	1.84	Not
	Post graduate	57	8.42	2.30		Significant
Marital status	Married	52	8.65	2.80	0.82	Not
	Unmarried	194	9.01	2.54		Significant

From the Table 3, the calculated ‘t’ values between the teaching aptitude scores of prospective teachers with respect to year of study, educational qualification and marital status are 0.45, 1.84, and 0.82 respectively. These ‘t’ values are less than the table value 1.96 at 0.05 level of significance. Therefore, the hypotheses 6, 7 and 8 are accepted.

Table 4

'r'-value for Prospective Teachers' Teaching Aptitude Scores and their Spiritual Intelligence

Scores

Variables	N	Df	Spiritual Intelligence		Teaching aptitude		'r' value	Remarks
			Mean	S.D.	Mean	S.D.		
Spiritual Intelligence and Teaching Aptitude	246	248	77.49	9.24	8.93	2.59	0.07	Not Significant

The table 4 revealed that the calculated 'r' value 0.07 is less than the table value 0.113 at a 0.05 significant level. Hence, a lack of substantial correlation can be observed between spiritual intelligence and the teaching aptitude. Hence, the hypothesis 9 is accepted.

Major Findings

1. The majority of prospective teachers (85%) exhibit a high degree of spiritual intelligence.
2. A significant proportion (79%) of prospective teachers demonstrates a moderate level of teaching aptitude.
3. There is no difference in the spiritual intelligence of prospective teachers based on their year of study.
4. Graduate prospective teachers' (M = 78.35) have better spiritual intelligence than the post-graduate prospective teachers (M = 74.64).
5. Unmarried prospective teachers' (M = 78.76) have better spiritual intelligence than the married prospective teachers (M = 72.75).
6. No significant difference is found between first and second year prospective teachers' teaching aptitude mean scores.

7. Prospective teachers do not differ in their teaching aptitude with respect to their educational qualification.
8. Married and unmarried Prospective teachers have similar level of teaching aptitude.
9. No significant relationship is found between spiritual intelligence and teaching aptitude of prospective teachers ($r = 0.07 < 0.113$).

Discussion

This study revealed that prospective teachers who completed postgraduate education exhibited lower levels of spiritual intelligence compared to their counterparts who completed graduate education. One possible explanation for this phenomenon is that postgraduate student teachers may experience academic strain when tasked with instructing higher-level classes during their teaching practice. The potential consequence of this phenomenon is the potential reduction in an individual's level of spiritual intelligence.

Unmarried prospective teachers had better spiritual intelligence than married one. This may be due to that Unmarried prospective teachers may have less household tensions when compared with married prospective teachers. This result coincides with Aftab Anwar and AAhad (2015) study which found that there is a significant negative relationship between spiritual intelligence and job stress.

Conclusion

The manifestation of an individual's whole personality development is assisted by education. The caliber of the teachers affects the caliber of the instruction. The instructor supports social customs and expectations. Teachers today more than ever need to be given the tools they need to improve their proficiency in order to keep up with a technologically advanced culture. The

teacher training program and the teacher education must be effective enough to generate teachers who can live up to the standards set by society, parents, and pupils. A teacher's responsibility is to produce excellent citizens who value humanity above all social, communal, religious, and geographic boundaries, not simply doctors, engineers, attorneys, and scientists. If the teachers truly care about what they are doing, they will respect morals and have confidence in themselves. The goal of this study is to motivate teacher educators and student teachers to be ready for the challenges ahead.

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