

## Spiritual Intelligence, its correlation with Teacher Effectiveness and Academic achievement – A Study

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**Abstract:** Today the world has progressed in leaps and bounds in every field of study but we continue to face a value crisis. Despite high academic qualification, some people are involved in brutal and mindless terrorism and other antisocial activities. The academic qualifications have not created a cultured person and a worthy citizen. This shows a low level of spiritual intelligence. This is where the role of the teacher becomes more significant. A teacher with high level of Spiritual Intelligence can provide guidelines for living from a soul-level and attaining self-fulfillment in both one's work and private life. A teacher should be a guide, philosopher and friend to the student. As such, the teacher inevitably becomes a role model to the students. It is in the elementary stage that a child starts inculcating and forming his own value system. Therefore, elementary teachers have a strong hand in shaping the child's value systems. Only a teacher with high spiritual intelligence in herself can develop them into good personalities. The present paper discusses about the importance of spiritual intelligence and its influence in increasing the academic achievement and teaching efficiency of future elementary school teachers.

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### I. Introduction

Education is a boon and blessing to humanity. All progress and prosperity of human cultures and civilization is due to education. Without education, this world would have been enveloped in an intellectual darkness. Today education operates within the context of the dynamic social milieu and its main stay is that of transmitting and inculcating the 'desirable' knowledge, skills and other behaviors among the members of society.

"Education is realization of self". Sankaracharya. Education provides enlightenment to realize the self through sadhana, through an incessant and unleashing practice of action (karma), devotion (bhakthi), meditation (dhyana) and knowledge (jgyan). To meet this, education has to reform itself. UNESCO has identified various tensions and crisis of modern society and suggested 4 pillars to be constructed for strengthening the education system. These pillars are "learning to know, learning to do, learning to live together and learning to be". These pillars are to be strengthened for effectiveness of teaching and learning and improving the quality of education in the 21st century.

We can see throughout history that great thinkers and leaders of mankind have had their thoughts rooted in spirituality. An ordinary man called M. K. Gandhi came to be called Mahatma not because of his IQ but because of his spiritual thoughts and spiritual intelligence. His definition of education is "I mean all round drawing out of the best in child and man –body, mind and spirit" All his philosophies were based on spiritual fundamentals.

*"The real issue of education is to see that when the child leaves the school he is well established in goodness both outwardly and inwardly"- Krishnamurthi*

Holistic education engages the whole person - teaching students to think critically and creatively for themselves. Such visionary education requires solid grounding in reading, writing, arithmetic, and rhetoric but adds two more - respect and responsibility. And that brings us to the crux of the crisis. The most likely sources from which to draw a humanizing and holistic education are more spiritual than philosophical. Such education addresses the "deep heart's core," as poet Yeats said. At its best, education is a spiritual affair. For educators to allow such spiritual convictions to permeate their teaching and the ethos of schools would be transforming:

- The equal dignity, rights, and responsibilities of everyone. This would encourage a liberating, integrated education instead of a fragmented one.
- Spiritual intelligence emphasizes on life with purpose and meaning. This could encourage students to find hope and joy in living in contrast to escapism.
- An emphasis on community - an understanding that we need and must care for each other. This could offset the reigning "me" attitudes.
- Spiritual Intelligence imbibes the quest for wisdom of life. This could lend a noble vision to study, with every discipline of knowledge fostering an ethic for life.
- All great spiritual movements teach justice for all and compassion for the needy. This suggests education in critical consciousness and commitment to social service and transformation.
- All spiritualities also are convinced that the person is essentially spiritual, that the human vocation is to live in "right relationship" with oneself, others, and creation. Such values seem distant from the society we live in.

Thus, to build a nation, teachers play a pivotal role. They have to nourish the young minds to be a great one. This is not an easy task as only the best teacher can bring out the best in us. Thus, to produce quality individuals, we need quality teachers. Effective teachers cannot be produced overnight. They need to be trained and evaluated in various aspects to make them the very best. An effective teacher will bring the development of a nation into greater heights and thus realizing a nation's aspiration. Envisaging the importance and influence of spiritual intelligence on the teaching profession, the investigator has designed the present study with an objective of finding out the relationship between spiritual intelligence, academic achievement and teacher effectiveness among student teachers at elementary level.

## II. OBJECTIVES OF THE STUDY

1. To find out the relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at elementary level.
2. To find out the relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at elementary level based on gender, religion and socio economic status.

## III. HYPOTHESES FOR THE STUDY

1. There is a significant relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at elementary level.
2. There is significant relationship between Spiritual Intelligence, Academic achievement and Teacher effectiveness among student teachers at elementary level based on gender, religion and socio economic status.

## IV. METHODOLOGY

The major purpose of the study is to find out the relationship among Spiritual Intelligence, Academic achievement and Teacher effectiveness of student teachers at elementary level. So the method adopted for the study will be a descriptive survey, which will be intended to measure the Spiritual Intelligence, Academic achievement and Teacher effectiveness of student teachers at elementary level.

Major tools and techniques used for the collection of data are the following:

1. A rating scale to measure the Spiritual Intelligence.
2. A rating scale to measuring the teacher efficiency.
3. Questionnaire for assessing SES.

## V. Sample for the Study

For the present study, the survey was confined to a sample of 125 - second year student teachers at elementary level. Proportionate Random sampling was adopted in selecting the sample for the study. The student teachers selected were from the four elementary teacher training institutes in Kottayam district, Kerala State.

In the present study, the variables are Spiritual intelligence, Academic achievement and Teacher effectiveness of student teachers at elementary level and the variables intervening are gender differences, socioeconomic status and religion of student teachers.

## VI. Procedure adopted

The investigator administered the three tools for about 3 hours session each day. The responses collected for each tool was scored and sorted based on gender, religion and socio economic status. The academic achievements of the student teachers were assessed using the marks scored for the First Year Public Examination which was collected from the institutions. The conversion is shown below;

A, A+ - 5 points  
C+ - 3 points  
B, B+ - 4 points  
C, D+ - 1 point

The numeric values and the sorted parameters were analysed using relevant statistical techniques. To find out the relationship among Spiritual intelligence, Academic achievement and Teacher effectiveness, Product moment correlation coefficient, Partial correlation coefficient, Two tailed test of significance of difference between means for large and small groups (t-test) and Analysis of variance were used.

## VII. Analysis and Major Findings

1. There is a significant relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at the elementary level. The conclusion is substantiated by the following findings.

**Table 1: The relationship between Spiritual Intelligence (1), Academic Achievement (2) And Teacher Effectiveness (3) of student teachers at elementary level**

Correlation coefficient	$r_{12}$	$r_{23}$	$r_{31}$
Value of r for total sample	0.279*	0.241*	0.507*

\*significant at 0.05 level

When the relationship between the variables are analyzed using partial correlation coefficient, it was found that there exists a significant relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at elementary level

- (i) There is a significant difference in the level of Teacher effectiveness among student teachers at elementary level in different levels of Spiritual intelligence.

**Table 2 : 'F' ratio of mean comparison Teacher Effectiveness of student teachers at elementary level with low, average and high Spiritual Intelligence.**

	Groups	Means of Teacher Effectiveness	Msw	F' ratio	Tabled 'f' value
1	Low & average	138.95 & 165.67	406.59	13.53**	4.82
2	Average & high	165.67 & 172.2	406.59	.808	4.82
3	Low & high	138.95 & 172.2	406.59	13.59**	4.82

\*\* Significant at 0.01

Efficiency in teaching varies according to their Spiritual intelligence and hence there is a significant difference in the Teacher effectiveness of student teachers at elementary level corresponding to the different level of Spiritual intelligence.

- (ii) There is a significant difference in the level of Academic achievement of student teachers corresponding to the different level of Spiritual intelligence.

**Table 3: 'F' ratio of mean comparison of Academic Achievement of student teachers at elementary level with low, average and high Spiritual Intelligence.**

	Groups	Means of Academic Achievements	Msw	F ratio	Tabled 'f' value
1	Low & Average	3.35 & 3.557	0.485	0.69	4.82
2	Average & High	3.557 & 4.1	0.485	4.7	4.82
3	Low & High	4.1 & 3.35	0.485	5.8**	4.82

\*\* significant at 0.01 level

There is a significant difference in the level of academic achievement of student teachers corresponding to the different levels (low & High) of Spiritual Intelligence.

2. There exists no significant difference in the level of spiritual intelligence among boys and girls (gender). While comparing the adjusted means 't' value obtained (0.804) was less the tabled value 1.98

**Table 4: Comparison of level of Spiritual Intelligence among student teachers at elementary level based on gender**

	N	Mean	S.D	't' value
Boys	20	217.25	28.53	0.804 ns
Girls	90	212.03	25.59	

3. There is a significant relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at the elementary level based on Religion.

**Table 5: The relationship between Spiritual Intelligence (1), Academic Achievement (2) And Teacher Effectiveness (3) of student teachers at elementary level based on Religion**

Religion	r <sub>12</sub>	r <sub>23</sub>	r <sub>31</sub>
Hindus	0.232	0.112	0.147
Muslims	0.193	0.115	0.642*
Christians	0.463*	0.685*	0.641*

\*significant at 0.05 level

There is no significant relationship existing between Spiritual intelligence, Academic achievement and Teacher effectiveness among Hindus. For Muslims there is a significant relationship between Spiritual intelligence and Teacher effectiveness and for Christians, there is a significant relationship between Spiritual Intelligence, Academic achievement and Teacher Effectiveness.

- There is a significant relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at the elementary level based on socio economic status.

**Table 6: The relationship between Spiritual Intelligence (1), Academic Achievement (2) And Teacher Effectiveness (3) of student teachers at elementary level based on Socio Economic Status (SES).**

Group	r <sub>12</sub>	r <sub>23</sub>	r <sub>31</sub>
Low SES	0.359	0.533*	0.431
Average SES	0.208	0.161	0.339*
High SES	0.321	0.352	0.807*

\* significant at 0.05 level

There exist a significant relationship between Teacher effectiveness and Academic achievement among low socio economic status group, between Spiritual Intelligence and Teacher effectiveness among the average socio economic status group and between Spiritual intelligence and Teacher effectiveness among high socio economic status group of student teachers at elementary level.

### VIII. Conclusion

Teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. This will embrace their holistic thinking and engages the whole person - teaching students to think critically and creatively for themselves. Through high spiritual intelligence the effectiveness of student teachers can be enhanced and that will enable them to teach with seeing larger patterns and relationships in their personal and professional life.

### IX. References

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