



## SPIRITUAL INTELLIGENCE OF PROSPECTIVE TEACHERS

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### Abstract

*The present study aimed to investigate the spiritual intelligence of prospective teachers studying B.Ed. courses in the Rayalaseema region of Andhra Pradesh. The study employed the survey method, and a sample of 500 prospective teachers from government and private Colleges of Education was selected through the stratified random sampling technique. The data were collected using the Spiritual Intelligence Scale constructed and standardized by Dr. Santosh Dhar and Dr. Upinder Dhar. The tool consisted of 53 statements covering six dimensions of spiritual intelligence and possessed a high test-retest reliability coefficient of 0.98. The collected data were analyzed using statistical techniques such as Mean, Standard Deviation, and t-test. The findings revealed that there was a significant difference in the spiritual intelligence of male and female prospective teachers, while no significant differences were found with respect to locality, type of management, and medium of instruction. Further, all groups of prospective teachers exhibited a moderate level of spiritual intelligence.*

**Keywords:** *Spiritual Intelligence, Prospective Teachers, Teacher Education, B.Ed. Students.*

### Introduction

Education is a powerful instrument for the development of individuals and society. It not only imparts knowledge but also shapes the attitudes, values, and behavior of learners. Teachers occupy a central position in the educational process because they influence students intellectually, emotionally, socially, and morally. In the present rapidly changing world, teachers are expected to perform multiple responsibilities beyond classroom instruction. Therefore, prospective teachers need qualities such as self-awareness, emotional balance, moral commitment, empathy, and value-oriented thinking to become effective educators. In recent years, the concept of intelligence has expanded beyond intellectual ability. Traditional intelligence measured through Intelligence Quotient (IQ) is no longer considered sufficient for achieving personal and professional success. Researchers and psychologists have emphasized other forms of intelligence such as emotional intelligence, social intelligence, and spiritual

intelligence. Among these, spiritual intelligence has gained considerable importance because it helps individuals understand the deeper meaning and purpose of life and guides them in making ethical and responsible decisions.

Spiritual intelligence refers to the capacity to apply spiritual values, principles, and inner resources in daily life. It enables individuals to maintain harmony between mind, body, and soul and helps them develop qualities such as compassion, honesty, tolerance, patience, and inner peace. A spiritually intelligent person can effectively deal with stress, conflicts, and challenges with wisdom and positivity. In the educational context, spiritual intelligence encourages teachers to create a supportive and value-based learning environment for students. Prospective teachers, who are preparing themselves for the teaching profession, require spiritual intelligence to face the demands and pressures of modern education. They are expected to guide students not only academically but also morally and emotionally. A teacher with high spiritual intelligence can inspire students through ethical behavior, positive attitude, and human values. Such teachers are more likely to establish healthy interpersonal relationships, maintain classroom discipline positively, and contribute to the holistic development of learners.

The importance of spiritual intelligence has increased in the present educational scenario due to rising stress, competition, value crisis, and social conflicts among students and teachers. Teacher education institutions have the responsibility to nurture spiritual and moral qualities among future teachers. Activities such as meditation, value education, reflective thinking, and community service can help prospective teachers develop spiritual awareness and inner strength. The integration of spiritual intelligence in teacher education may lead to better teaching effectiveness and professional satisfaction. Therefore, studying the spiritual intelligence of prospective teachers has become highly significant in the field of education. Understanding the level of spiritual intelligence among future teachers may help educators, researchers, and policymakers develop suitable strategies to enhance their personal and professional competencies. The present study attempts to examine the spiritual intelligence of prospective teachers and emphasize its importance in building a value-oriented and holistic educational system.

### **Need and Important of the Study**

Spiritual intelligence is an important quality for prospective teachers because it helps them develop self-awareness, self-confidence, and a positive attitude towards life and profession. It enables future teachers to understand the meaning and purpose of life and

maintain inner peace and emotional balance. Prospective teachers face many academic, personal, and professional challenges during their training period. Spiritual intelligence helps them manage stress, overcome difficulties, and maintain emotional stability, which is essential for effective teaching and learning. The present educational system requires teachers who possess moral and ethical values along with academic knowledge. Spiritual intelligence promotes qualities such as honesty, empathy, compassion, tolerance, and social responsibility among prospective teachers.

Teachers with higher spiritual intelligence can establish healthy relationships with students and create a positive classroom atmosphere. They can guide students not only academically but also morally and socially for their overall development. Spiritual intelligence also contributes to the holistic personality development of prospective teachers by improving their intellectual, emotional, social, and spiritual dimensions. It helps them become responsible and committed professionals. In the modern society, increasing stress, competition, and decline in values highlight the importance of value-based education. Therefore, the study of spiritual intelligence among prospective teachers is highly needed and significant in the field of teacher education. Hence, the investigator felt the need to study the level of spiritual intelligence among prospective teachers and to examine whether significant differences exist with respect to selected demographic variables. Therefore, the present study is entitled as **“Spiritual Intelligence of Prospective Teachers.”**

### **Operational Definitions**

#### *Spiritual Intelligence*

Spiritual intelligence refers to the ability of prospective teachers to understand values, meaning of life, self-awareness, and inner peace.

#### *Prospective Teachers*

Prospective teachers are students who are studying B.Ed. courses in teacher education colleges.

### **Review of Related Literature**

Zhenhui Liu et al. (2021) examined the relationship between spiritual intelligence, awe, and life satisfaction among teachers. The study revealed that spiritual intelligence positively influenced teachers' psychological well-being and life satisfaction. Teachers with higher spiritual intelligence showed better emotional stability and positive attitudes toward their profession.

Amjad Kamal and Shahla Shabeeh Shaheen (2022) conducted an analytical study on spiritual intelligence and teacher training in India. The study explained that spiritual intelligence helps

prospective teachers develop values, purpose in life, moral thinking, emotional balance, and professional competence. The researchers emphasized that spiritually intelligent teachers are better prepared to solve classroom problems and maintain positive teacher-student relationships. The study recommended including meditation, yoga, and value-based education in teacher education programs.

Vibha and Rajesh G. Konnur (2022) studied spiritual intelligence among teachers in Punjab. The findings showed that most teachers possessed moderate to high levels of spiritual intelligence. The study highlighted that spiritual intelligence contributes to self-awareness, compassion, and effective teaching behavior among educators.

Kumud Kumari (2023) conducted a study on spiritual intelligence among postgraduate college students in India. The study reported that spiritual intelligence supports emotional stability, self-confidence, and personal growth among students preparing for professional careers. The findings stressed the importance of developing spiritual intelligence during higher education and teacher preparation.

### **Objectives**

- To find out the difference between the spiritual intelligence of prospective teachers due to variation in gender.
- To find out the difference between the spiritual intelligence of prospective teachers due to variation in locality.
- To find out the difference between the spiritual intelligence of prospective teachers due to variation in management.
- To find out the difference between the spiritual intelligence of prospective teachers due to variation in medium of instruction.

### **Hypotheses**

- There would be no significant difference in spiritual intelligence of male and female prospective Teachers.
- There would be no significant difference in spiritual intelligence of rural and urban prospective Teachers.
- There would be no significant difference in spiritual intelligence of govt. and private prospective Teachers.
- There would be no significant difference in spiritual intelligence of English and Telugu medium prospective teachers.

## Methodology

This study employed the survey method to investigate the spiritual intelligence of prospective teachers. The sample consisted of 500 prospective teachers studying the B.Ed. course in government and private Colleges of Education in the Rayalaseema region of Andhra Pradesh. The participants were selected through the stratified random sampling technique to ensure proper representation of different groups. The data were collected using the Spiritual Intelligence Scale constructed and standardized by Dr. Santosh Dhar and Dr. Upinder Dhar, published by National Psychological Corporation, Agra. The scale was administered in English and consisted of 53 statements covering six dimensions of spiritual intelligence. The tool possessed high reliability, with a test-retest reliability coefficient of 0.98. The collected data were analyzed using appropriate statistical techniques such as Mean, Standard Deviation, and t-test to interpret the results and test the significance of differences among the variables selected for the study.

### Analysis of the Data:

**Table – 1: Comparison of Spiritual Intelligence of Male and Female Prospective Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Gender	Male	250	223.82	19.62	2.61*
	Female	250	228.67	21.83	

\*Significant at 0.05 level

From Table 1, it is evident that the calculated *t*-value of 2.61 is greater than the table value of 1.96 at the 0.05 level of significance. This indicates that there is a significant difference in the spiritual intelligence of male and female prospective teachers. Hence, the formulated null hypothesis is rejected. The findings further reveal that female prospective teachers possessed slightly higher spiritual intelligence than their male counterparts; however, both groups exhibited a moderate level of spiritual intelligence.

**Table – 2: Comparison of Spiritual Intelligence of Rural and Urban Prospective Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Locality	Rural	250	225.52	20.13	0.50#
	Urban	250	226.47	21.96	

# Not Significant at 0.05 level

From the table -2, it is clear that the calculated value is 0.50 is less than the table value 1.96 at 0.05 level. It is reveal that there is no significant difference in the spiritual intelligence of rural and urban prospective teachers. Hence the formulated null hypothesis is accepted, although both groups exhibited a moderate level of spiritual intelligence.

**Table – 3: Comparison of Spiritual Intelligence of Government and Private Prospective Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Management	Government	250	227.13	24.25	0.28#
	Private	250	226.53	23.23	

# Not Significant at 0.05 level

From the table -3, it is clear that the calculated value is 0.28 is less than the table value 1.96 at 0.05 level. It is reveal that there is no significant difference in the spiritual intelligence of government and private prospective teachers. Hence the formulated null hypothesis is accepted, although both groups exhibited a moderate level of spiritual intelligence.

**Table – 4 Comparison of Spiritual Intelligence of English and Telugu medium Prospective Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Medium	English	250	224.27	22.33	1.10#
	Telugu	250	226.43	21.46	

# Not Significant at 0.05

level

From the table -4, it is clear that the calculated value is 1.10 is less than the table value 1.96 at 0.05 level. It is reveal that there is no significant difference in the spiritual intelligence of English and Telugu medium prospective teachers. Hence the formulated null hypothesis accepted, although both groups exhibited a moderate level of spiritual intelligence.

### Findings of the Study

- There is a significant difference in the spiritual intelligence of male and female prospective teachers.
- There is no significant difference in spiritual intelligence of rural and urban prospective Teachers.
- There is no significant difference in spiritual intelligence of govt. and private prospective Teachers.

- There is no significant difference in the spiritual intelligence of English and Telugu medium prospective teachers.

### **Educational Implications**

The findings of the study have several important educational implications for teacher education institutions, educators, curriculum planners, and policymakers. Since both male and female prospective teachers exhibited a moderate level of spiritual intelligence, teacher education programs should provide opportunities to further enhance spiritual intelligence through value-based education, meditation, reflective practices, yoga, and personality development activities. Developing spiritual intelligence among prospective teachers can help them improve self-awareness, emotional balance, empathy, and ethical teaching practices. As there was no significant difference between rural and urban prospective teachers in spiritual intelligence, it indicates that spiritual intelligence can be nurtured equally among students irrespective of their locality. Therefore, Colleges of Education in both rural and urban areas should organize workshops, seminars, counseling sessions, and co-curricular activities that promote moral values, positive thinking, and inner development among prospective teachers.

The absence of significant difference between government and private prospective teachers suggests that institutional management does not greatly influence spiritual intelligence. Hence, all teacher education institutions should adopt similar strategies for developing spiritual intelligence by integrating value-oriented learning experiences, social service activities, and reflective teaching practices into the curriculum. Similarly, as no significant difference was found between English and Telugu medium prospective teachers, it can be inferred that medium of instruction does not affect spiritual intelligence. Therefore, teacher educators should focus on universal human values, ethical awareness, and emotional development irrespective of language background. Special orientation programs may also be conducted to help prospective teachers apply spiritual intelligence in classroom management, interpersonal relationships, and professional growth. Overall, the study highlights the need for incorporating spiritual intelligence development into teacher education programs to prepare competent, balanced, value-oriented, and socially responsible future teachers.

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