



# Spiritual Intelligence And Classroom Management Of Prospective Teachers

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## Abstract

According to NEP 2020, "Teachers truly shape our children's future and, therefore, the future of our nation," thereby implying that teachers play the most important role in national building by creating a high quality of human resources in their classrooms. In this era of technology and modernization, the quality of being spiritually intelligent is needed by prospective teachers to become efficient teachers in the future. It is not only important that a teacher possess spiritual intelligence, but he or she also needs to have good classroom management to be an effective teacher. In this background, the researcher took up the study to investigate prospective teachers' spiritual intelligence and study their classroom management. The impact of spiritual intelligence on the management of classrooms among prospective teachers had a significant positive correlation with the high level of classroom management among prospective teachers. This study aims to highlight the significance of spiritual intelligence for prospective teachers and its impact on their classroom management skills. The major objectives of this study are to find out whether there is a significant difference in spiritual intelligence and classroom management based on gender and habitation. The population of this study consists of prospective teachers from Patna, Bihar, and the sample consisted of 150 prospective teachers. The investigator has adopted the survey method for the study. A self-constructed and validated tool on spiritual intelligence and a self-constructed and validated tool on classroom management. The researcher has used mean, standard deviation, t-test, and ANOVA to compare, and Pearson product moment correlation to analyse the data and infer the findings. There is a significant difference in the mean score of the spiritual intelligence and classroom management of prospective teachers on the basis of their gender. There is no significant difference between the mean score of the spiritual intelligence and classroom management of prospective teachers on the basis of habitation.

**Keywords:** Spiritual Intelligence, Classroom Management, Prospective Teachers.

## **INTRODUCTION:**

Education means the enlightenment of a human being. The process of self-realization is known as true education. True education is a lifelong journey of discovery, growth, and development. It is the process of bringing about desirable changes in the behavior of human beings. A proper education will teach students to understand society and to adjust to the social environment. It talks about the holistic development of an individual. It helps an individual develop their thinking, reasoning, creativity, intelligence, and spirituality.

Mahatma Gandhi said that the all-round development of an individual personality. Its emphasis is on the 3'H's: head, heart, and hand. He believed that education should focus on developing the mind, body, and soul. He believed that the true development of the head, hand, and heart was necessary for a satisfactory system of education. Now, in teaching pedagogy or educational psychology, it is very essential. The first H stands for the head, which is the development of the mind; it is a cognitive domain; and the second H stands for the hand, which is the development of the body; it is a psychomotor domain, so it is based on the intelligent quotient (IQ). The second H stands for the heart, which is the development of the soul; it is an affective domain and is based on emotional quotient (EQ). When all the 3'H's that mean head, hand, and heart come together, it is called spirit, and that is the spiritual quotient (SQ).

## **SPIRITUALITY**

The inner sciences of consciousness help us understand the universe as a whole. The word spirituality comes from the Latin word "spiritus." It means soul and the breath of life. Spirituality is a contact with the spirit or self, higher consciousness and divine, and the journey towards Moksha, awareness of self, discovery of high truth, and the true nature of realism about seeking inner peace, wisdom, and self-realization. In philosophy, spirituality is termed spiritualism. Some philosophers have defined spirituality as a belief system and a search for meaning in life.

## **SPIRITUALISM**

It is believed that all reality is spiritual. It is a tendency or spiritual quality. It is a movement based on the belief that departed souls can interact with the living. The term spiritualism was first coined in 1796 by Emanuel Swedenborg, an 18th-century spiritualist. Spiritualism is a metaphysical belief that the world is made up of at least two fundamental substances: matter and spirit. The father of spiritualism in India is Swami Vivekananda. Spirituality changes the life of Swami Vivekananda.

## **Spiritual Teaching and Spiritual Learning**

The spiritual teaching includes being strong, Spiritual growth, Spiritual healing, and supernatural power. A BHAGAVAD GITA teaches us to impart the knowledge of the self. It has three aspects: how to live,

how to survive, and how to believe. Spiritual practice in daily life involves disciplines such as prayer, meditation, chanting, and breathing exercises. According to Adi Shankaracharya's teachings, life has many lessons for every individual. He believed that spirituality is the foundation of good character and that it shapes thoughts, actions, skills, and behavior. Swami Vivekanand is inspired by Sri Ramakrishna's teachings. The Sri Ramakrishna's taught him about the importance of spiritual practice such as meditation, self-realization, and selfless service to others. After that, he became a world teacher and spread the essence of spirituality to the masses. Spiritual learning is the way in which a person understands and lines up life in view of her or his ultimate meaning, beliefs, and values.

Spiritual learning has the following steps:

- Surrender: Accept the present moment and let go of control.
- Meditation: Start your day feeling calm and grounded.
- Spiritual practice: Continue to deepen your practice.
- Serve others—live a life aligned with your new insights.

Spiritual learning develops a deep sense of self-acceptance and compassion, not only for ourselves but also for others. In this, we experience a deep sense of belonging and oneness with all beings. Therefore, spiritual learning develops seven competencies in the learners: attention power, memory power, observation power, logical power, communication power, emotional control, and decision-making power.

## **SPIRITUAL INTELLIGENCE**

Spiritual intelligence is the higher dimension of intelligence. It activates the qualities and capabilities of a human being in terms of wisdom, compassion, integrity, joy, love, creativity, and peace. This can be understood through yoga, pranayama, and meditation. The word consciousness is related to the mind. It is taken to mean knowledge, life force, feeling, or thought. Consciousness is that element present in humans due to which he gets all kinds of experiences. According to Brahma Kumari Shivani, spiritual intelligence is the expression of innate spiritual qualities through your thoughts, actions, and attitudes. In our busy lifestyle, we are not focusing on spiritual intelligence. It involves understanding oneself and having a high degree of conscience, compassion, and commitment to human values. It means the awareness of spirit as the ground of being or as the creative life force of evolution and insights into multiple levels of consciousness. The NEP 2020 integrates the spirit of human values into the curriculum from K.G. to Ph.D.; it focuses on the Gurukul model of education system, where meditation and yoga are conducted every day; and it also says that modern education should not make people more materialistic. It should focus on spiritual intelligence. It is the individual capacity to ask questions about the ultimate meaning of life and the integrated relationship between us and the world in which we live.

Zohar & Marshall (2003) define spiritual intelligence as the intelligence with which we can place our actions and our lives in a wider, richer, meaning-giving context; the intelligence with which we can assess that one course of action or one life path is more meaningful than another.

In this, we have a third kind of thinking, which is creative, insightful, and intuitive. The brain was a coherent version of a fundamental property pervading the whole universe, and then SQ rooted us at the very heart of the universe. The God spot contributes to spiritual experience. To have a high SQ is to be able to use the spiritual to bring greater context and meaning to living a richer and more meaningful life and to achieve a sense of personal wholeness, purpose, and direction.

## **CLASSROOM MANAGEMENT**

A **school** is a place where children are educated. It refers to the process of learning in a school. It is an institution that provides learning spaces and environments for teaching students. In the school, a **teaching-learning process** is conducted. The teacher plans the classroom activities before going to the classroom. It starts with preparing the lesson plans. The lesson plan involves assessing learning needs, setting learning objectives, developing teaching methodology, and evaluating in the classroom. Every individual is different. The teaching should be done according to the individual's needs. The learner's active participation in the classroom activities and interaction between teachers and learners and with the peer groups. In the classroom, the teacher develops moral values and maintains rules and regulations. Classroom management has the specific purpose of planning, organizing, staffing, directing, and controlling the activities and resources of education for proper functioning and attaining the objectives of the organization. Classroom management refers to the actions and strategies teachers use to maintain order in the classroom. Classroom management plays a very important role in the construction of knowledge. In this, the role of teachers is very essential because teachers have to plan all the classroom activities. They have to make every class very interesting and use creative methods to make the class interesting. Since classroom management deals with establishing and maintaining order in the classroom, it is important to consider several fundamental issues about order and then examine strategies to achieve this order.

## **ROLES OF CLASSROOM MANAGEMENT IN THE NEP 2020**

- The innovative teaching-learning process includes flipped learning, blended learning, activity-based learning, brainstorming, and role play.
- In the classroom, there should be a smart board that is totally based on technology.
- The NEP 2020 main focus is on the skill-based education and competency development of the student.

## Inculcate the habits of spiritual intelligence in the prospective teachers.

- Duty: Always perform your duty properly. Think about moral duties and moral values.
- Nurturing: Take care of our students and loved ones.
- Understanding: It generates the power to solve the problem and help in the adjustment of any situation.
- Brotherhood: maintain social connection and provide selfless service.
- Self-love: Always try to upgrade yourself and give yourself some time.
- Physical and Mental Exercise: Every day, do some physical and mental exercise.
- Supernatural Power: Believe in supernatural power.

Classroom management is an important ingredient for prospective teachers. The skill of classroom management is one of the most important skills that one should acquire to manage the classroom effectively. The Teacher Education Programme says that prospective teachers should learn the qualities of self-realization and manage the classroom. The prospective teachers are taking the training, so in that period they have to learn about spiritual intelligence and classroom management. In this perspective, the addition of spiritual teaching to a physical-based curriculum makes class management more convenient. Therefore, it is necessary that classroom management be equipped with spiritual teaching activities. Through spiritual activities, a positive atmosphere can be created in the class among the students.

Due to the advancement of technology and artificial intelligence, there is a need for competent and spiritually intelligent prospective teachers. They can fulfil the dream of the National Education Commission (1964–1966) that the destiny of India is being shaped in classrooms. So, they have the ability to adapt to spiritual intelligence. Therefore, prospective teachers are able to manage the classroom. It is essential to train prospective teachers according to the demands of society. Spiritual intelligence and classroom management promote very important things.

### REVIEW OF RELATED LITERATURE:

**Muthamizhselvan & Kumar (2017)** conducted a study on “A Study on Spiritual Intelligence among B.Ed. Students.” The finding of the study is that there is no significant difference in spiritual intelligence between the locality of the institution, mode of management, and type of their family.

**Howard (2009)** conducted a study on “spiritual intelligence and transformational leadership.” A new theoretical framework. The objective of the study was to establish a connection between spiritual intelligence and transformational leadership. Here, spiritual intelligence is defined as an interconnected configuration of affective orientation closely linked to making meaning through ideas, events, and people.

**Hughes (2009)** proposed a model of spiritual well-being based on five relationships: the self with others, wider society, the natural environment, and the view of the world as a whole. The model proposes four

levels of relationships: negative, positive, ethical, and spiritual. This model has been applied to Australian young people between the ages of thirteen and twenty-four. The results show that spiritual well-being is important for the survival of the world.

**Oliver & Regina (2007) conducted** a study on “Effective Classroom Management: Teacher Preparation and Professional Development.” The findings of the study indicate that the ability of teachers to organize classrooms and manage the behaviour of their students is critical to positive education.

**Bhattacharya & Mukherjee (2011)** worked on the study on school students of CBSE and ICSE board regarding school climate and involvement. The discoveries revealed that the school atmosphere, as seen by the educators on the ICSE Board, is nearly superior to that of the CBSE.

**Yildirim & Ozen (2020)** conducted a study on “Teacher Perspectives on Classroom Management.” The study found classroom management from teachers’ perspectives. The ability of teachers to increase the effectiveness and cognitive skills of their students was taken as evidence that teachers’ classroom management skills were strong.

## **SIGNIFICANCE OF THE STUDY**

The prospective teacher’s spiritual intelligence in relation to classroom management will be able to guide their life through a deeper aspiration for the program. This is a phase of high competition. Every individual is under pressure to compete with each other. So, to have a knowledge of true self, that means spiritual intelligence in prospective teachers would be stable at every phase of life. The number of prospective teachers is increasing day by day, and they are not getting the job and are exploited due to the population and also not having a good teaching attitude. To get employment, many prospective teachers enter the education system without having proper classroom management and self-realization. Spiritual intelligence and classroom management play a very important role in present life; both are essential for better survival in their education and professional lives.

The present study will be relevant to the present scenario, where the teacher’s need is proper guidance and counselling on various problems that they are facing in their profession in relation to spiritual intelligence, which is connected to teaching. It helps prospective teachers to inculcate the habit of classroom management in their teaching, which means planning every class and upgrading yourself for every class. It is an ever-changing requirement based on continuing professional development and critical reflection about one’s own teaching. An individual who is mentally prepared for the teaching profession can properly inspire his students to attain their goals in life.

The study is talking about the spiritual intelligence in relation to the classroom management of prospective teachers. This research will help prospective teachers understand and solve the problems effectively.

## STATEMENT OF THE PROBLEM

This is a time of technology and modern society. There, we have to maintain the quality of being spiritually intelligent in the prospective teachers. It is important to become an efficient teacher in the future. It is not only important to have spiritual intelligence in a prospective teacher but also classroom management skills so that they can be effective teachers. In this study, the researcher has sought to find spiritual intelligence and classroom management in prospective teachers.

## TITLE

### Spiritual Intelligence and Classroom Management of Prospective Teachers

## RESEARCH OBJECTIVES

- To study significant differences in the spiritual intelligence of prospective teachers on the basis of gender.
- To study significant differences in the spiritual intelligence of prospective teachers on the basis of habitation.
- To study significant differences in classroom management among prospective teachers on the basis of their gender.
- To study significant differences in classroom management among prospective teachers on the basis of habitation.

## NULL HYPOTHESIS

**H<sub>01</sub>** There is no significant differences in the spiritual intelligence of prospective teachers on the basis of gender.

**H<sub>02</sub>** There is no significant differences in the spiritual intelligence of prospective teachers on the basis of habitation.

**H<sub>03</sub>** There is no significant differences in classroom management among prospective teachers on the basis of their gender.

**H<sub>04</sub>** There is no significant differences in classroom management among prospective teachers on the basis of habitation.

## METHOD

The investigator has proposed to adopt the survey method for the present study.

## POPULATION OF THE STUDY

The population of the study is the prospective teachers of Patna.

### SAMPLE:

The sample consists of 150 prospective teachers from five B.Ed. colleges in Patna. A simple random sampling technique was used for sample selection.

### TOOL USED:

1. Self-constructed and validated Spiritual Intelligence Scale (SIS).
2. Self-constructed and validated Classroom Management Scale (CMS)

### STATISTICAL TECHNIQUES:

The mean, Standard Deviation and t- test were used to analyse the data.

### RESULTS AND DISCUSSION:

**H<sub>01</sub>. There is no significant difference between the mean score of the spiritual intelligence of prospective teachers on the basis of gender.**

**Table No. 1**

Difference between the mean score of the spiritual intelligence of prospective teachers on the basis of gender

Gender	N	Mean	SD	t- Value	Remarks
Female	117	178.93	33.245	2.71	S
Male	33	196.12	31.759		

From the above table, it is evident that the t-value is 2.71, which is significant at the 0.05 level with a df = 149. It shows that the mean score of spiritual intelligence of female and male prospective teachers differs significantly. The null hypothesis that there is no significant difference between the mean scores of spiritual intelligence in females and males is rejected. Further, the mean score of spiritual intelligence of male prospective teachers is 196.12, which is significantly higher than that of female prospective teachers, whose mean score of spiritual intelligence is 178.93. Therefore, it may be said that male prospective teachers were found to believe significantly more in their own ability to succeed in a situation than their female counterparts.



**H<sub>0</sub>2. There is no significant difference between the mean score of the spiritual intelligence of prospective teachers on the basis of habitation.**

**Table No. 1**

Difference between the mean score of the spiritual intelligence of prospective teachers on the basis of habitation

Habitation	N	Mean	SD	t-Value	Remarks
Urban	120	181.20	33.38	1.05	NS
Rural	30	188.51	34.29		

From the above table, it is evident that the t-value is 1.05, which is non-significant at the 0.05 level with a  $df = 149$ . The null hypothesis that there is no significant difference between the mean scores of habitations in urban and rural areas is accepted. Further, the mean score of habitation in rural areas is 188.51, which is significantly higher than that in urban areas, whose mean score of habitation is 181.20. Therefore, it may be said that rural people were found to believe significantly more in their own ability to succeed in a situation than their urban counterparts.

**H<sub>0</sub>3. There is no significant difference between the mean score of the classroom management of prospective teachers on the basis of their gender.**

**Table No. 3**

Difference between the mean score of the classroom management of prospective teachers on the basis of their gender

Gender	N	Mean	SD	t-Value	Remarks
Female	117	147.36	18.83	2.63	S
Male	33	157.12	18.80		

From the above table, it is evident that the t-value is 2.63, which is significant at the 0.05 level with a  $df = 149$ . It shows that the mean score on classroom management for female and male prospective teachers differs significantly. The null hypothesis that there is a significant difference between the mean scores of classroom management for females and males is rejected. Further, the mean score of classroom management for male prospective teachers is 157.12, which is significantly higher than that of female prospective teachers, whose mean score of classroom management is 147.36. Therefore, it may be said that male prospective teachers were found to believe significantly more in their own ability to succeed in a situation than their male counterparts.

**H<sub>04</sub>. There is no significant difference between the mean score of the classroom management of prospective teachers on the basis of habitation.**

**Table No.4**

Difference between the mean score of the classroom management of prospective teachers on the basis of habitation

Habitation	N	Mean	SD	T-Value	Remarks
Urban	120	148.36	18.98	1.39	NS
Rural	30	153.93	19.68		

From the above table, it is evident that the t-value is 1.39, which is non-significant at the 0.05 level with a  $df = 149$ . The null hypothesis that there is no significant difference between the mean scores of habitations in urban and rural areas is accepted. Further, the mean score of habitation in rural areas is 153.93, which is significantly higher than that in urban areas, whose mean score of habitation is 148.43. Therefore, it may be said that rural people were found to believe significantly more in their own ability to succeed in a situation than their urban counterparts.

### CONCLUSION:

Spiritual education focuses on self-discovery and understanding the deeper aspects of existence. It is a traditional form of education that focuses on gaining knowledge through yoga and meditation. It can be spiritual, affective, experiential, and thoughtful. A person can be spiritual without being religious. Spiritual education helps people understand the connection between physical and spiritual reality. It also helps to attain higher levels of awareness and meaningfulness in life. It prepares for life by learning how to keep learning through life's experiences. The prospective teachers should learn the qualities of self-realization and manage the classroom. In this perspective, the addition of spiritual teaching to a physical-based curriculum makes class management more convenient. Therefore, it is necessary that classroom management be equipped with spiritual teaching activities. Through spiritual activities, a positive atmosphere can be created in the class among the students. The attention of the learners can be induced by the art of learning. The memory power of students can be increased. To develop a nation, we want good teacher education. The study can provide new ways of thinking for the better planning and effective execution of educational programmes.

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