

## RELATIONSHIP BETWEEN SOCIAL VALUES AND SPIRITUAL INTELLIGENCE OF PROSPECTIVE TEACHERS

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### ABSTRACT

This paper aims at to describing the relationship between social values and spiritual intelligence of prospective teachers. The social values inventory having no dimensions and the spiritual intelligence which has the dimensions, namely, existential reflection, enhancement of meaning, recognition of a transcendent self and mastery of spiritual states were employed to 375 randomly selected prospective teachers. The percentage analysis and correlation co-efficient were used to find out the results. The findings revealed that the social values and spiritual intelligence are positively correlated.

**Key Words:** *Social Values, Spiritual Intelligence and Prospective Teachers*

### INTRODUCTION

Teaching is an influencing activity in which the teacher influences upon the minds of the students. It involves interaction between teacher and taught. It is the knowledge taught to students, the learners. It is the process of injecting culture of the present and past, tradition of the natives, customs and practices, knowledge, lessons, methods to an individual or group resulting into some change in behaviour desirable and this is called education.

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 namely respect and responsibility. This 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. The spirituality is emerged, developed, shaped and strengthened by the evidences from individual differences among the people of the society, learners in the classroom in terms of social, cultural and economical factors. This paves the way to hold the social values and develops inter-dependency among the people as a social being. The teacher education programmes must include the components

and instruments of holistic education in their curriculum to ensure the development of competent teachers.

### **SIGNIFICANCE OF THE STUDY**

Social values are implicitly related to choice, derived from designated groups or systems, such as culture, religion, and political party. Social values are important to every human being. Social values are given by parents, teachers, though religious faiths and practices from his childhood. This is non-spontaneous but a process.

But spiritual intelligence is a set of mental capacities which contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and a mastery of spiritual states. During the teacher education programme, the prospective teachers' mind-set towards the profession is very important than the knowledge content. Their consistent performance in the profession will create an impact in their mind and in the society.

Only a spiritually intelligent person can have a dynamic personality, which is essential for better survival in their educational and professional life. Administrators may also be realize the importance of the social values and spiritual intelligence of teachers. The present investigation suggests that educational authorities may concentrate their attention not only on academic qualifications, but also social values and spiritual intelligence of the prospective teachers at the time of recruitments. Therefore this study aims at finding the relationship between social values and spiritual intelligence of the prospective teachers.

### **OBJECTIVES**

1. To find out the level of social values of the prospective teachers;
2. To find out the level of spiritual intelligence of the prospective teachers; and
3. To find out the significant relationship between social values and spiritual intelligence of the prospective teachers.

### **Null Hypothesis**

There is no significant relationship between social values and spiritual intelligence of the prospective teachers.

### **METHOD AND TOOLS USED**

The population for the present study consists of the prospective teachers studying in Colleges of Education in Tirunelveli District to pursue the Degree of Education affiliated to Tamil Nadu Teachers Education University, Chennai. The sample for the present study consists of

375 randomly selected prospective teachers. Out of which, 30% of them are male teachers and 70% of them are female teachers. The Social Values Inventory (SVI) prepared and validated by Arputhanayagam (2012) and Spiritual Intelligence Scale (SIS) prepared and validated by King (2008) were employed to measure the social values and Spiritual intelligence of the prospective teachers respectively.

## FINDINGS

**Objective 1:** To find out the level of social values of the prospective teachers.

**Table 1**  
**LEVEL OF SOCIAL VALUES OF PROSPECTIVE TEACHERS**

Social values	Low		Moderate		High	
	N	%	N	%	N	%
	60	16.0	282	75.2	33	8.8

It is inferred from the above table that 16.0% of prospective teachers have low, 75.2% of them have moderate and 8.8% of them have high level of social values.

**Objective 2:** To find out the level of spiritual intelligence and its dimensions of prospective teachers.

**Table 2**  
**LEVEL OF SPIRITUAL INTELLIGENCE AND ITS DIMENSIONS OF PROSPECTIVE TEACHERS**

Spiritual Intelligence and its Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Critical Existential Thinking	66	17.6	263	70.1	46	12.3
Personal Meaning Production	75	20.0	248	66.1	52	13.9
Transcendental Awareness	65	17.3	258	68.8	52	13.9
Conscious State Expansion	58	15.5	292	77.9	25	6.7
Spiritual Intelligence	138	36.8	177	47.2	60	16.0

It is inferred from the above table that 17.6% of the prospective teachers have low, 70.1% of them have moderate and 12.3% of them have high level of critical existential thinking. 20.0% of the prospective teachers have low, 66.1% of them have moderate and 13.9% of them have high level of personal meaning production. 17.3% of the prospective teachers have low, 68.8% of them have moderate and 13.9% of them have high level of transcendental awareness. 15.5% of the prospective teachers have low, 77.9% of them have moderate and 6.7% of them have high level of conscious state expansion. 36.8% of the prospective teachers have low, 47.2% of them have moderate and 16.0% of them have high level of spiritual intelligence.

**Null Hypothesis 1**

There is no significant relationship between Social Values and Spiritual Intelligence of the Prospective Teachers

**Table 3**  
**RELATIONSHIP BETWEEN SOCIAL VALUES AND SPIRITUAL INTELLIGENCE OF PROSPECTIVE TEACHERS**

<b>Spiritual intelligence and its Dimensions</b>	<b>Correlation Value</b>	<b>Remarks at 5% level</b>
Critical Existential Thinking	0.152	S
Personal Meaning Production	0.110	S
Transcendental Awareness	0.144	S
Conscious State Expansion	0.147	S
Spiritual intelligence	0.142	S

*(At 5% level of significance, for 373 'df', the table value of correlation is 0.097)*

It is inferred from the above table that there is a significant relationship between relationship between social values and spiritual intelligence of prospective teachers...

**INTERPRETATION AND RECOMMENDATIONS**

There is a significant positive relationship found between social values and spiritual intelligence of prospective teachers. This may be due to the fact that the elements of spiritual

intelligence such as critical existential thinking, personal meaning production, transcendental awareness and conscious state expansion may help the prospective teachers to pick up proper social values, life priorities, understand the meaning of life and so on. So the two variables namely the social values and spiritual intelligence are moving in the same direction. So both the variables are correlated positively with each other.

The following are the recommendations of the investigators based on the findings of the study are:

- i. The prospective teachers must be developed in Gandhian values and spirituality during their teacher education course by various extension and outreach programmes.
- ii. The Teacher Education Institution must help the prospective teachers to realize that they are the agents of change in the community through various co-curricular activities.
- iii. Community service camps, community living experience must be organized so that the prospective teachers may understand the values of society and the real spiritual life is.
- iv. Yoga, Meditation and Inward Journey programmes could be organized in the Teacher Education Institutions to perceive that he/she is not only a leader to the children but a guide to the community.
- v. Indian culture, customs, relationship among religions and relationship among religion, education and social structures must be included in the teacher education curriculum so that this would be helpful to develop the social values and spiritual intelligence which may be transmitted from one generation to another generation.

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