Chapter-6

Summary and Conclusion
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Kothari Commission (1964) quoted that “The destiny of India is being shaped in her classrooms”. The creator of this destiny is the teacher. So, it can be said that teachers act as main pillars of a sound and progressive society. Quality of teachers is the most important and decisive factor influencing student’s outcomes in every aspect and the quality of teachers depend upon their pre-service teacher education. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. It is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Most of the educators, especially from the 20th century onwards, lay stress on the social aspects of education in addition to the academic areas. They uphold that education is a life-long process by which an individual adapts himself or herself gradually and gracefully to the available physical, intellectual, emotional, social and spiritual environments. Hence, to carry out the process of education, teachers’ all round development should also be considered seriously at the pre-service level as well as continuously throughout his or her career. According to the Delor’s commission (1996), education must be organized around four fundamental types of learning which in a way will be a pillar of knowledge throughout a person’s life such as: learning to know, learning to do, learning to live together and learning to be. Our formal educational system tends to lay emphasis on “learning to know” and to a lesser extent on “learning to do” i.e. on the acquisition of
knowledge and skills, to the detriment of other types of learning; but an ideal educational system should be vitally conceived in a more encompassing manner. Both “learning to live together” and “learning to be” should also be stressed for the all-round development of an individual. These types of learning are the chief issues to be dealt with, in today’s educational structure. Due to the negligence of these factors, incidents such as shooting in/outside the classroom, using abusive language, etc., do occur in our schools and society. Hence, emotional and spiritual aspects should also be stressed for the complete development of an individual. Such a vision should enlighten and guide future educational reforms and policies in relation to both contents and methods.

In students’ life, they undergo a lot of stress and strain. It is a stage of heightened emotionality. They are swayed by many intrinsic and extrinsic pressures. It is a time of development of ideas and idealism in their mind. They are in search of role models, to be followed. Sensing, surfacing and expressing both positive and negative feelings require skill and care. The natural desire and urges are to be channelized and negative emotions such as anger, grief, fear, hatred, blame, regret, resentment etc., are to be made to undergo the process of catharsis properly. Fear is one of the strongest primary emotions, which can be both conducive (to some extent) for improved learning and (at times) toxic to learning itself. Anger and aggression are often based on fear. Education in emotional and spiritual skills would be beneficial to control these negative emotions. But Singh (2001) opines that emotions are reactions to specific situations and therefore cannot be termed as positive or negative. Hence, the process of education has to be carefully dealt with, by keeping in mind the delicate issues of emotionality and spirituality.
Inclination to spirituality and emotional integration would surely infuse good character in students. Their self-efficacy and achievement would be enhanced through spiritual and emotional catharsis, through spiritual endeavours. Their ‘self’ can be identified by themselves. So input for spiritual thinking and searching for the meaning of life are to be nurtured during the early phase of life.

**Significance of the Study**

Teachers are the social engineers, who can either make or mar the society. Teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the knowledge of the teacher. It is therefore necessary to realize that the emerging Indian society can achieve all round development with the help of the teachers who act as a powerful agency in transmitting its cherished values. A teacher is not only a curator of a nation’s values but is also a creator par excellence of new values.

As reported in Shukla (2012), American Commission on Teacher Education remarked that the quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of its teachers.

Quality of teachers is the most important and decisive factor influencing student outcomes in every aspect. Teacher education plays a key role in determining the quality of teachers. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. It is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the
challenges therein. The nature of this professional course is that it aims at bringing about certain attitudinal changes for those who take this programme. And who takes this programme is termed as student-teacher/teacher-trainees/pupil-teachers. In this study the term “student-teacher” has been used.

A student-teacher is distinct from a regular teacher as she/he has to fulfil her/his duties of being a student and as well as of being a teacher. Fundamentally, the student-teacher must consider oneself and behave as a beginning professional. He is expected to act professionally, working with the cooperating teacher, the university supervisor, professional colleagues, and students to strengthen his skills and knowledge as a teacher.

Investigation by Deota (2012) revealed that B.Ed. students during their course face variety of problems viz. coping with the practice teaching, use of statistics, speaking English, meeting submission deadlines, lengthy syllabus, high work load, tension of future job and he has also been reported that students do get badly frustrated. It can be said student-teachers have their own set of problems and environment. How they face challenges, direct their actions, and succeed? This research is driven to find its answer in concept of Spiritual intelligence, emotional intelligence and self-efficacy.

According to NPE, 1986 the main aim of education is the all-round harmonious development of the students. Teachers develop cognitive, conative and affective abilities of their students by arranging various activities of these domains. There is no single variable with respect to a teacher’s impact on students. Present research intends to focus on the variables: self-efficacy, emotional intelligence and spiritual intelligence in relation to achievement of student teachers.
Teaching and learning is a social experience. Any social experience involves perceiving, understanding and managing of emotions of self and of others. A teacher plays an important role in nurturing an emotionally intelligent child. Emotional intelligence has significant relationship with group performance (William and Sternberg, 1988), individual, interpersonal skills, managing change and conducting performance evaluations (Goleman, 1996) also been reported. So only an emotionally intelligent teacher can create an environment of trust, respect and support for better teaching learning process.


“Towards Preparing Professional and Humane teacher” is the tagline of NCFTE, 2009 which is an obvious proceeding after NCF, 2005 which placed different demands and expectations on teachers. NCFTE, 2009 listed expected qualities of a humane teacher which are in sync with the current demands of school education, changing society.

• Care for children and love to be with them, understand children within social, cultural and political contexts. Develop sensitivity to their needs and problems, treat all children equally.

• Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
• Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.

• Do not treat knowledge as a ‘given’, embedded in the curriculum and accepted without question.

• Organize learner-centred, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.

• Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.

• Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

This can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:

• Observe and engage with children, communicate with and relate to children.

• Understand the self and others, one’s beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.

• Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
• Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.

• Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

    Each of the above stated opportunities can be provided through a carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers’ experiential knowledge.

    Benjamin (2006) in his study on spiritual intelligence and teachers contends that of all the gifts, a teacher has, the potential of giving a student, perhaps the most vital and significant is to empower the student with the ability to create a meaning and a vision for his/her life.

    Creating meaning and vision of one’s life, yet being very philosophical is very important to human existence. And is one of the sub-themes of spiritual intelligence defined by many researchers. Brain-based learning expert Jensen (2000) asserts that our brains are designed to seek out meaning and that unless teachers are able to provide students with opportunities to discover meaning, “we will continue to produce robots and underachievers” (p. 279). Psychiatrist Frankl (1984) holds an even stronger belief that the “will to meaning” is the primary motivation of our existence.

    Unless we as teachers want to propagate our future with the robots that Jensen has warned us about, we must quickly and skilfully remedy, or at least counteract, the narrowing effects of the current educational system.
The qualities that are required the most in context of teachers are that which make them contended in challenging situations, i.e. spiritual intelligence. Researches by Litwinczuk and Groh (2007), Brillhart (2005), George (2006) Emmons (2000), Faribors, Fatemeh and Hamidreza (2010) showed importance of spiritual intelligence in relation to life-purpose, well-being, personal security, happiness and ability to handle adverse situations. Mahajan (2011) showed significant relation between spiritual intelligence and academic achievement.

Wigglesworth (2006) considered spiritual intelligence important for mature leadership. A teacher is a leader in his class; he guides his students through the journey of knowledge so he must possess spiritual intelligence in order to maintain their emotional intelligence and self-efficacy. Wigglesworth (2004) inferred that spiritual intelligence is integrating form of intelligence which holds together lower facets of intelligences.

National Curriculum Framework, 2005 gave importance to the role of teacher education in order to develop an effective teacher. It is evident from the studies that a teacher education program with focus on nurturing spiritual intelligence, self-efficacy, emotional intelligence in student teachers will be very useful. Development of any such program will require relevant research evidence for the role of these variables in developing an effective humane teacher. It is pertinent to study the correlation between these variables as well as to study contribution of these variables in the achievement of student teachers during a pre-service teacher training programme.

Keeping in view the above, the present researcher undertook the study entitled “A study of spiritual intelligence self-efficacy, emotional intelligence and achievement of student teachers”.

Objectives

This study was conducted with the following objectives:

1) To assess spiritual intelligence of B.Ed. student teachers.
2) To compare spiritual intelligence of B. Ed. student teachers with respect to demographic variables.
3) To compare self-efficacy of B. Ed. student teachers with respect to demographic variables.
4) To compare emotional intelligence of B. Ed. student teachers with respect to demographic variables.
5) To compare academic achievement of B. Ed. student teachers with respect to demographic variables.
6) To examine the relationship between spiritual intelligence and self-efficacy of B.Ed. student teachers.
7) To investigate the relationship between spiritual intelligence and emotional intelligence of B.Ed. student teachers.
8) To examine the relationship between spiritual intelligence and academic achievement of B.Ed. student teachers.
9) To analyze relationship between emotional intelligence and self-efficacy of B. Ed. Student teachers.
10) To analyze relationship between emotional intelligence and academic achievement of B. Ed. Student teachers.
11) To investigate relationship between self-efficacy and achievement of B. Ed. Student teachers.
12) To examine contribution of spiritual intelligence and emotional intelligence in self-efficacy of student teachers.
13) To examine the contribution of spiritual intelligence, self-efficacy and emotional intelligence in the academic achievement of B.Ed. student teachers.

**Delimitations**

Keeping in view the availability of time and resources the study was delimited in scope as follows:

1) The study was delimited to the selected sample of 300 B.Ed. student teachers of Kapurthala district.

2) The scope of this study was delimited to chosen variables only i.e. spiritual intelligence, self-efficacy, academic achievement and emotional intelligence.

**Hypotheses**

Following hypotheses were framed in accordance to the stated objectives:

1) There is no significant difference in spiritual intelligence of B. Ed. student teachers with respect to demographic variables.

2) There is no significant difference in self-efficacy of B. Ed. student teachers with respect to demographic variables.

3) There is no significant difference in emotional intelligence of B. Ed. student teachers with respect to demographic variables.

4) There is no significant difference in academic achievement of B. Ed. student teachers with respect to demographic variables.

5) There is no significant relationship between spiritual intelligence and self-efficacy of B.Ed. student teachers.
6) There is no significant relationship between spiritual intelligence and emotional intelligence of B.Ed. student teachers.

7) There is no significant relationship between spiritual intelligence and academic achievement of B.Ed. student teachers.

8) There is no significant relationship between emotional intelligence and self-efficacy of B.Ed. Student teachers.

9) There is no significant relationship between emotional intelligence and academic achievement of B.Ed. Student teachers.

10) There is no significant relationship between self-efficacy and achievement of B.Ed. Student teachers.

11) There is no significant contribution of spiritual intelligence and emotional intelligence in self-efficacy of student teachers.

12) There is no significant contribution of spiritual intelligence, self-efficacy and emotional intelligence in the academic achievement of B.Ed. student teachers.

Tools

The following tools were used in the study:

1) Spiritual Intelligence Scale by Santosh Dhar and Upinder Dhar (2010).

This scale has 53 items measuring spiritual intelligence in six dimensions namely: benevolence, modesty, conviction, compassion, magnanimity and optimism.

2) Self-prepared Self-efficacy scale

The scale was developed by following the guidelines of Bandura’s Guide for preparing self-efficacy Scales (2006).

3) Teacher’s Emotional Intelligence Inventory by Shubhra Mangal (2008)
It consists of 200 items of four factors — awareness of self and others professional orientation, intrapersonal management, interpersonal management.

4) End of term examination scores and teaching practice assessment scores was used for assessing academic achievement of B.Ed. pupil teachers.

Methods and Procedures

Construction of Self-efficacy Scale for Student-teachers.

For the purpose of constructing statements related to student-teacher self-efficacy, two major areas were defined A. Student related self-efficacy and B. Teacher related self-efficacy. Different self-efficacy scales and related literature was reviewed and according to guidelines provided by Albert Bandura for constructing self-efficacy scale for teacher and children. Eight dimensions were constructed under section A and Section B.

Under each dimension, possible statements were phrased following recommendations for item construction by Bandura (2006) for measuring student-teacher self-efficacy: (a) because self-efficacy is concerned with perceived capability the items should contain verbs like “can” or “be able to” in order to make clear that the items ask for mastery expectations because of personal competence, (b) the object in each statement should be “I” since the aim is to assess each teacher's subjective belief about his or her own capability, and (c) each item should contain a barrier. Total 58 items were constructed.

Try-Out 1

For first try-out an open ended question was also added to the draft in order to check any missed out dimension. A preliminary try-out of the draft was done on 75 B.Ed. students in order to check whether all the dimensions are covered by the
Appropriate instructions were given to students and they were assisted when they faced sort of problem.

**Face validity of items of self-efficacy scale.**

For checking the face validity of modified self-efficacy scale, the preliminary draft of the scale was sent to teacher educators of private and government institutes. Total 11 number of Teachers’ feedback were received and recommended modifications regarding addition/deletion or/and any change in language of items were incorporated in the draft.

**Implemented Modifications**

On recommendations of expert and discussion with Guide the four point scale was converted into 10 point scale as per the guide lines provided by Bandura (2005). Also, on the recommendations of experts, items under dimension I of section A and Dimension II in section B; dimension V of section A and Dimension VIII of section B; dimension VIII of section A and Dimension V of section B were merged together which reduced the number of items to 53. Addition of extra dimension of stress management added 1 more item resulting in total 54 items for final draft of the scale for try-out 2 for finding reliability of the scale.

**Reliability**

A test is considered reliable if we get the same result repeatedly i.e. each time the test is administered to subjects, the results should be approximately the same. There are many different ways of estimating reliability of a scale. For this undertaken research, Split-half method has been employed. In split-half method, the test is first divided into two equivalent halves and correlation found for these half-tests. From the reliability of the half-test, self-correlation of the whole test is
then estimated through the Spearman-Brown prophecy formula. The procedure in detail is to make up two sets of scores by combining alternate items in the test. The first set of score represents performance on the odd-numbered items and the second set of score, performance on the even-numbered items. From the self-correlation of the half-tests, the reliability coefficient for the whole test can estimated from the formula:

\[ R_{11} = \frac{2r_{1/2}}{1+r_{1/2}} \]

Where, \( R_{11} \) = reliability of coefficient of the whole test and \( r_{1/2} \) = correlation between two halves.

For finding reliability of the scale, the draft was administered on the sample of 200 student-teachers of Guru Nanak College of Education for women, Kapurthala and Lord Krishna College of Education, Sultanpur Lodhi, Kapurthala. Split half method was employed. Self-correlation between two halves was estimated as \( r=0.486869253 \) and reliability coefficient of the whole test is found to be 0.654913299.

**Sample of the Study**

Random sampling was used in this study for selection of the sample. Four colleges were selected randomly from the nine colleges of education of Kapurthala district by choosing chits. It is free of classification error, and it requires minimum advance knowledge of the population other than the frame. Sample of the study was 300 B.Ed. Student-teachers from four colleges of education namely, Lovely School of Education, DIPS college of Education, Kamla Nehru College of Education and Ramgharia College of Education.
Data Collection

Data for the study was collected by administering self-prepared student-teacher self-efficacy scale, Teacher’s Emotional Intelligence Inventory and Spiritual Intelligence Scale to the students of B.Ed. of four different colleges of Education. For which prior permission was requested from the administrators of the selected colleges.

The researcher studied the basic literature relating to the selected psychological tests, contained in the test manuals and other references and acquainted her-self with the testing procedures, possible eventualities etc., before commencing actual testing.

In administering the test, a uniform procedure was adopted in all the selected colleges of education. The researcher got help of the class teachers in administering the tests. The researcher gave a brief explanation of the objective and scope of the study to the students and appealed for their conscious involvement and co-operation in the process. Appropriate instructions were given to the students beforehand.

The following steps were invariably followed for conducting the test:

1. Distribution of the inventories to the sample.

2. Clearing the doubts of the students, giving instructions regarding time limit, method of dealing with eventualities, and filling up the personal information blank etc.

3. Explaining the general directions in filling up the five and ten response categories.
4. Making the students familiar with the five response categories, and method of entering the responses.

5. Giving 5 minutes intervals between testing of the section A and Section B.

6. Collecting back the answered response sheets.

**Scoring of the Data**

Scoring of the data on variables Spiritual intelligence and Emotional Intelligence was done according to the instructions given in the manual available with the respective scales. The self-prepared self-efficacy scale for student teacher is a 10 point scale having range of choice from 0 to 10, which possess self-explanatory scoring as below:

While scoring, all illegible entries, double entries and empty entries were marked as zero. After finding the score of all individual items the total score was calculated for overall student-teacher self-efficacy and the sum was penned on the scoring sheet.

The data collected was quantified following the scoring scheme of the various tools administered and the scores of the individual respondents on various variables were arrived at. The scores in the case of spiritual intelligence, Emotional Intelligence and self-efficacy, academic achievement and the demographic details like gender, age, residence, income, educational qualification, marital status, were entered separately. The data was either in the numerical form or in the descriptive form. Only those students for whom complete data was available were retained for
analysis. The data were hand entered by the researcher from original evaluation forms and the data double checked for input accuracy for computer data processing.

**Statistical Techniques used for Data Analyses**

Statistical analyses of the data were undertaken using procedures appropriate for the purpose of the study. The study used the following statistical techniques.

a) Descriptive statistical techniques: Mean, Standard Deviation, Skewness and Kurtosis.

b) For comparison of research variables with respect to demographic variables: t-test.

c) For Correlation analysis and association between variables: Pearson’s r.

d) For evaluating the contribution value of Spiritual Intelligence, Emotional Intelligence and self-efficacy in predicting academic achievement: Multiple regression analysis.

Statistical processing was done with computer assistance. Data were analyzed utilizing descriptive statistics, correlation coefficients, and stepwise multiple regression using Statistical Package for Social Sciences (SPSS11.5 version) computer program for statistical analysis.

The goal of descriptive statistics was to accurately portray data from a variable. Descriptive statistics involves summarizing scores by developing tabular or graphical representations. It also involves measures of central tendency which are mean, median, mode, and standard deviation.
Relationship between the independent variables (spiritual intelligence, Emotional Intelligence and self-efficacy) and dependent variable (academic achievement) was ascertained using the corresponding scores obtained from the variables and testing the same through Pearson product moment correlation coefficient statistics. Similarly, data on the prediction variables were analyzed using Multiple Regression Statistics. Inferential statistics were interpreted at the significant level of 0.05.

**Findings of the Study**

After descriptive statistical analyses of collected data following results have been emerged:

1) $H_{01.1}$, There is no significant difference between the spiritual intelligence of male and female B.Ed. student-teachers ($t=0.19$, $p=0.8494>0.05$) is accepted.

2) $H_{01.2}$, There is no significant difference between spiritual intelligence of B.Ed. student-teachers without prior-teaching experience and student-teachers with prior-teaching experience ($t=0.18$, $p=0.8573>0.05$) is accepted.

3) $H_{01.3}$, There is no significant difference between spiritual intelligence of married B.Ed. student-teacher and unmarried student-teachers ($t=0.65$, $p=0.5162>0.05$) is accepted.

4) $H_{01.4}$, There is no significant difference between spiritual intelligence of graduate B.Ed. student-teachers and post-graduate B.Ed. student-teachers ($t=0.65$, $p=0.6245>0.05$) is accepted.

5) $H_{02.1}$, There is no significant difference between Self-efficacy of male and female B.Ed. student teachers ($t=0.44$, $p=0.6603>0.05$) is accepted.
6) H₀2.2, There is no significant difference between Self-efficacy of B.Ed. student-teachers without prior-teaching experience and student-teacher with prior-teaching experience (t=0.21, p=0.8338>0.05) is accepted.

7) H₀2.3, There is no significant difference between Self-efficacy of married B.Ed. student-teachers and unmarried student-teachers (t=0.62, p=0.5357>0.05) is accepted.

8) H₀2.4, There is no significant difference between Self-efficacy of graduate and post-graduate B.Ed. student-teachers (t=1.13, p=0.2594>0.05) is accepted.

9) H₀3.1, There is no significant difference between Emotional Intelligence of male and female B.Ed. student teachers (t=0.02, p=0.9841>0.05) is accepted.

10) H₀3.2, There is no significant difference between Emotional Intelligence of B.Ed. student-teachers without prior-teaching experience and student-teacher with prior-teaching experience (t=0.47, p=0.6503>0.05) is accepted.

11) H₀3.3, There is no significant difference between Emotional Intelligence of married B.Ed. student-teachers and unmarried student-teachers (t=0.83, p=0.4702>0.05) is accepted.

12) H₀3.4, There is no significant difference between Emotional Intelligence of graduate and post-graduate B.Ed. student-teachers (t=0.5, p=0.6174>0.05) is accepted.

13) H₀4.1, There is no significant difference between Academic achievement of male and female B.Ed. student teachers (t=1.8, p=0.6748>0.05) is accepted.
14) $H_0$ 4.2, There is no significant difference between Academic achievement of B.Ed. student-teachers without prior-teaching experience and student-teacher with prior-teaching experience ($t=2.39$, $p=0.017<0.05$) is rejected.

15) $H_0$ 4.3, There is no significant difference between Academic achievement of married B.Ed. student-teachers and unmarried student-teachers ($t=0.34$, $p=0.7341>0.05$) is accepted.

16) $H_0$ 4.4, There is significant difference between Academic achievement of graduate and post-graduate B.Ed. student-teachers ($t=2.45$, $p=0.0149<0.05$) is rejected.

17) $H_0$ 5.1, There is no significant correlation between spiritual intelligence and self-efficacy of B.Ed. student-teachers. ($r=0.0978$, $p=0.0909>0.05$) is accepted

18) $H_0$ 6.1, There is significant correlation between spiritual intelligence and emotional intelligence of B.Ed. student-teachers ($r=0.349$, $p=0.0001<0.05$) is rejected.

19) $H_0$ 7.1, There is significant correlation between spiritual intelligence and academic achievement of B.Ed. student-teachers ($r=0.1624$, $p=0.0048<0.05$) is rejected.

20) $H_0$ 8.1, There is significant correlation between emotional intelligence and self-efficacy of B.Ed. student-teachers ($r=0.3091$, $p=0.0001<0.05$) is rejected.

21) $H_0$ 9.1, There is significant correlation between emotional intelligence and academic achievement of B.Ed. student-teachers ($r=0.2434$, $p=0.0001<0.05$) is rejected.
22) \( H_0 \), There is significant correlation between self-efficacy and academic achievement of B.Ed. student-teachers (\( r=0.1937, p=0.0007<0.05 \)) is rejected.

23) \( H_0 \), There is no significant contribution of spiritual intelligence in self-efficacy of B.Ed. student-teachers (\( B=-0.043, \beta=0.011, t=-0.194, p=0.846 \)) is accepted.

24) \( H_0 \), There is significant contribution of emotional intelligence in self-efficacy of B.Ed. student-teachers. (\( B=0.409, \beta=0.313, t=5.316, p=0.0001 \)) is rejected.

25) \( H_0 \), There is insignificant contribution of spiritual intelligence and academic achievement of B.Ed. student-teachers. (\( B=0.199, \beta=0.090, t=1.509, p=0.132 \)) is accepted.

26) \( H_0 \), There is significant contribution of emotional intelligence in academic achievement of B.Ed. student-teachers. (\( B=0.131, \beta=0.171, t=2.755, p=0.006 \)) is rejected.

27) \( H_0 \), There is significant contribution of self-efficacy in academic achievement of B.Ed. student-teachers. (\( B=0.077, \beta=0.132, t=2.253, p=0.025 \)) is rejected.

**Speculation on Educational Implications of Results**

Teachers do inspire the personality of a student. Emotional, intellectual, moral, ethical and spiritual realms of a teacher have acute influence on the development of children. This study was an attempt to analyze spiritual intelligence, emotional intelligence and self-efficacy and academic achievement of
sampled B. Ed student-teachers. On the basis of above results following educational implications are recommended.

1) In present research the selected demographic variable namely, gender, prior teaching experience, marital status and educational qualification do not influence level of spiritual intelligence, emotional intelligence and self-efficacy of student-teachers. Although, there is mixed research evidences. This can be contributed to unique nature of target population of student teachers. Student-teachers have conviction that they are gaining the necessary skills through the teacher training program. They may have initially inflated level of self-efficacy which is not subjected to gender, teaching experience, marital status or educational qualification as student-teachers. The student teachers who are in the educational institutions and who are in the stage of learning might face with numerous responsibilities and challenges. This burden sometimes creates stress to them. Also they are required to possess spiritual content, emotional strength and self – efficacy for their academic achievement.

2) There is significant difference between academic achievement of B.Ed. student-teachers without prior-teaching experience and student-teacher with prior-teaching experience. B.Ed. students who are without any prior-teaching experience before joining the course achieved higher than the B.Ed. students with prior-teaching experience. It can be reasoned that there might be tendency of getting away from mere bookish knowledge and being more practical and spontaneous in teaching. There might be a decrease in the skills of notes making and other study habits which are essential to excel in examination.

3) Similarly, there is significant difference between academic achievement of graduate and post-graduate student-teachers. Level of academic achievement
of post-graduate students was found to be higher than academic achievement of graduate student. It can be attributed to experience and maturity student gain through their educational career.

4) Self-efficacy of B.Ed. student-teachers was found to be significantly and positively related to their achievement in this study, the importance of self-efficacy’s influence on academic performance in teacher education cannot be underestimated. According to Bandura efficacy beliefs are partly responsible for an individual’s life course. Therefore as student self-efficacy and academic achievement are highly connected, educators and counsellors should identify students with low self-efficacy and then implement ways to raise the low self-efficacy levels in the students. Additional areas that can be addressed to help increase student self-efficacy would be goal-setting, rewards and active learning.

5) Correlation of emotional intelligence of B.Ed. student teachers with their academic achievement is significant. There is necessity to develop the emotional competencies of the student teachers, which in turn help them to develop the same among their own students. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be included in the teacher education curriculum. There should be no suppression of emotions. They should be sublimated through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humor are basic to emotional intelligence. Therefore, work ethics and balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development of moral values like
justice, patriotism, etc. Strategic competency in teaching can be developed in teachers by means of emotional intelligence. The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education programme.

6) Spiritual intelligence of B.Ed. student teacher is significantly correlated with their academic achievement. Student-teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. High spiritual quotient in student-teachers embraces their holistic thinking as it engages the whole person. This in result helps in teaching their own students to think critically and creatively for them. 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.

8) On examining the contribution of spiritual intelligence, emotional intelligence and self-efficacy in academic achievement of B.Ed. student-teachers, it has been found that Emotional intelligence has highest contribution in Academic achievement; following with contribution of Self-efficacy and spiritual intelligence in spite of having significant correlation with academic achievement, does not have significant contribution value in predicting academic achievement. So, it can be said that in realization of main aim of education i.e. the all-round harmonious development of the B.Ed. students, a teacher education program with a focus on nurturing spiritual intelligence, self-efficacy, emotional intelligence in student teachers is useful. While developing of any such program, awareness of results of present research could be very useful. Designing of programme can be independent of gender, marital status, education qualification and prior-
teaching experience. This will enlarge the applicability of the program and benefits can be extended to larger population. However as the results suggests that despite of significant correlation between spiritual intelligence and achievement, contribution of former is found to be statistically insignificant. So while designing the program more efforts should be in direction of inclusion of activities and components enhancing emotional skills, self-efficacy and then spirituality components. As spiritual intelligence has significant correlation with achievement, it cannot be completely rejected. Religious beliefs and an abiding faith in God help in tolerance and stability of emotions (Singaravelu, 2007).

Expected qualities of a humane teacher listed by NCFTE, 2009 are in sync with the current demands of school education, changing society. Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

This can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:

• Observe and engage with children, communicate with and relate to children.

• Understand the self and others, one’s beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.

• Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
• Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.

• Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

Each of the above stated opportunities can be provided through a carefully crafted programme design that draws upon theoretical and empirical knowledge as well as student teachers’ experiential knowledge.

The design of program can include experiential learning materials / instructional strategies on Emotional Intelligence, self-efficacy and spiritual Intelligence, based on theoretical inputs from eminent contributors in this direction viz. Goleman (2001) and Zohar and Marshall (2000) and Bandura (2006) and by relating them to the day-to-day life situations. The components should be validated by taking some expert’s opinions. The Experiential learning materials and strategies contained the following aspects:

a. Lecture (theory input) with power point presentations.

b. Group discussions among participants.

c. Focused group discussions with a few invited guest experts too.

d. Clippings (from movies and pictorials).

e. Role-plays.

f. Stories and real life situations.
In fact, the program for enhancements of emotional intelligence, self-efficacy and spiritual intelligence can be useful not only in the field/s of Education, Teacher Education or Higher Education, but in all the fields, starting from the rural agriculture to the urban industrial, commercial and Government concerns throughout the Nation and Globe.

**Suggestions for further Researches**

The outcomes of the present investigation are that it opens up new areas for further research. The following are some of the suggestions in this regard:

1) Effectiveness of programs for enhancements of emotional intelligence, self-efficacy and spiritual intelligence may be carried out by using appropriate research designs in accordance with various cultural or religious backgrounds.

2) Investigative studies may be conducted to find out, differences between emotional self-efficacy and spiritual intelligences in light of more demographic variables such as Socio-economic Status, parent’s education and occupation, locality etc..

3) A comparative study of emotional intelligence and spiritual intelligence among teachers, researches, doctors, engineers, etc. may be conducted.

4) Research studies may be conducted on the role of parents and society in enhancing emotional intelligence, efficacy beliefs and spiritual intelligence of children and their performance and behavior in Schools.

5) The present study was limited to student-teachers. Similar studies may be conducted for the students of Schools, Colleges and University, with various components of spiritual intelligence, emotional intelligence and self-efficacy.
6) Interdisciplinary and multidisciplinary research studies medical and neurological psychology, usefulness brain mapping techniques in enhancement of spiritual intelligence among students, teachers and others can be tested.

**Conclusion**

The student teachers who are in the educational institutions and who are in the stage of learning might face with numerous responsibilities and challenges. This burden sometimes creates stress to them. But they are required to possess fundamental qualities like emotional, cognitive and social intelligence. Also they are required to possess spiritual intelligence and self–efficacy for their academic achievement. The emotional intelligence points out to individual differentiation in the processing, regulation, perception and use of emotional information. It is the collection of emotion–associated self–perceived abilities and dispositions located at the inferior stages of personality hierarchies. The spiritual intelligence comprises of an array of capabilities that result from the spiritual sources in line with the development of construct of an emotional intelligence. The self–efficacy indicates to the belief of an individual in her / his abilities to organize and implement the required course of action in order to accomplish a preferred outcome. These qualities provide them superior mental health and make them perform well in their academic pursuit. The emotional and spiritual intelligence, and self–efficacy are significant resources for enhancing the learning and quality of student teachers and this makes them succeed in their education.