CHAPTER 5
CHAPTER - V

SUMMARY AND SUGGESTIONS

5.1 PREVIEW

This chapter deals with the findings, discussions, recommendations and suggestions of the present study. This chapter is organized under the following headings viz., findings of the study, discussion, recommendations, suggestions for further research and conclusion.

5.2 FINDINGS OF THE STUDY

The collected data were statistically analyzed to realize the objectives of the study. In that process the following findings have been observed.

1. Among the 1742 student teachers selected for this study 1565 (89.84%) are found to be average, 65 (3.73%) are below average, 86 (4.94%) are poor and 26 (1.49%) are very poor in teaching aptitude.

2. Among the 1742 student teachers selected for this study, 248 (14.23%) are found to be excellent, 1327 (76.17%) are average, 118 (6.75%) are below average, 40 (2.29%) are poor and 9 (0.56%) are very poor in spiritual intelligence.

3. Student teachers studying in self financing institutions have higher level of teaching aptitude than the student teachers of government and government-aided institutions.
4. Student teachers studying in institutions situated at rural areas have higher level of teaching aptitude than the student teachers of urban based institutions.

5. Female student teachers have more teaching aptitude than the male student teachers.

6. Student teachers whose parents are post graduates have more teaching aptitude than the other student teachers.

7. Type of institutions (Men, Women & Co-education) in which student teachers are studying, their religion, community, educational qualification, teaching experience, parents’ occupation and family income have least impact on the teaching aptitude of student teachers.

8. The kind of institutions (Government, Government - aided, Self- financing), type of institutions (co- educational, women and men), locality of institutions (urban and rural), gender of student teachers, their religion, community, educational qualification, teaching experience, parents’ educational qualification, parents’ occupation and family income make least impact on the spiritual intelligence of student teachers.

9. Student teachers studying in government, government - aided and self - financing institutions have similar level of co - operative nature.

10. Student teachers studying in self - financing institutions have more considerativeness, wide interest and scholarly taste, fairmindedness and impartiality, moral character and discipline, optimistic attitude and motivational aspect than
the student teachers studying in government and government-aided institutions.

11. Student teachers studying in government institutions have higher level of dynamic personality than the student teachers of self-financing and government-aided institutions.

12. Type of institution has least impact on the teaching aptitude dimensions such as co-operative nature, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality of student teachers.

13. Student teachers studying in institutions for men have more considerativeness, wide interest and scholarly taste and fairmindedness and impartiality than their counterparts in other type of institutions.

14. The locality of the institution has least impact on the co-operative nature of student teachers.

15. Student teachers studying in institutions located at rural areas have higher considerativeness, wide interest and scholarly taste, fairmindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality than their counterparts in urban areas.

16. Gender difference of the student teachers has least impact on their dynamic personality.

17. Female student teachers have higher co-operative nature, considerativeness, wide interest and scholarly taste, fairmindedness and impartiality, moral character and
discipline, optimistic attitude and motivational aspect than the male teachers.

18. Religion of the student teachers has least impact on the different dimensions of teaching aptitude.

19. Community of the student teachers has least impact on the dimensions of teaching aptitude such as co-operative nature, considerativeness, wide interest and scholarly taste, fairmindedness and impartiality, optimistic attitude and dynamic personality of the student teachers.

20. Student teachers belonging to OC community have higher level of motivational aspect and moral character and discipline than the student teachers belonging to other communities.

21. Educational qualification of the student teachers and their family income have least impact on the dimensions of their teaching aptitude.

22. Student teachers who have teaching experience are good in motivational aspect.

23. Teaching experience has least impact on the dimensions of teaching aptitude such as co-operative nature, considerativeness, wide interest and scholarly taste, fairmindedness and impartiality, moral character and discipline, optimistic attitude and dynamic personality.

24. Parents' educational qualification has least impact on the dynamic personality of student teachers.

25. Student teachers whose parents have more educational qualification have more co-operative nature,
considerativeness, wide interest and scholarly taste, fairmindedness and impartiality, moral character and discipline, optimistic attitude and motivational aspect.

26. Parents' nature of job has least impact on the co-operative nature, considerativeness, wide interest and scholarly taste, fairmindedness and impartiality, optimistic attitude and dynamic personality of student teachers.

27. Student teachers whose parents are in white collar jobs have higher level of moral character and discipline and motivational aspect.

28. The kind of institution has least impact on the spiritual intelligence domains such as consciousness, grace, meaning and truth of student teachers.

29. Student teachers studying in self-financing institutions have more score in transcendence.

30. The type of institution has least impact on the domains of spiritual intelligence such as consciousness, grace and meaning of student teachers.

31. Student teachers studying in institutions for women have higher level of transcendence and truth.

32. The locality of the institutions and gender difference of the student teachers have least impact on the domains of spiritual intelligence such as consciousness, grace, meaning transcendence and truth.

33. Religion of the student teachers has least impact on the domains of spiritual intelligence such as consciousness and meaning.
34. Student teachers belonging to Hindu religion have more score in grace whereas Muslim student teachers are better in transcendence and truth.

35. The community of student teachers, their educational qualification, teaching experience, parents’ educational qualification, and parents’ nature of job have least impact on the domains of spiritual intelligence such as consciousness, grace, meaning, transcendence and truth.

36. Family income of the student teachers has least impact on the domains of spiritual intelligence such as consciousness, grace and transcendence.

37. Student teachers whose family yearly income is less than one lakh have high score in the domains of spiritual intelligence such as meaning and truth.

38. There is strong relationship between teaching aptitude and spiritual intelligence of student teachers.

5.3 DISCUSSION

The purpose of the present study was to measure the teaching aptitude and spiritual intelligence of the student teachers in Tamilnadu. As a result of the study, many findings were derived. The discussion deals with the findings of the present study in comparison with the findings of the previous research studies already done in the related topics.
5.3.1 Teaching Aptitude of Student Teachers

The present study revealed that teaching aptitude is an essential quality for a teacher to be successful in his most sacred profession. Aptitude in teaching inspires the teacher to be competitive and well equipped with knowledge. In a study conducted by Kaur (2007) it was found out that teaching aptitude of student teachers had high relationship with all the indicators of success and the components of teaching aptitude namely co-operative attitude and optimism had contributed significantly to all the indicators of success. The study concluded that teaching aptitude test and personality trait test have to be included in the entrance test conducted for admission in teacher education course. In a similar study conducted by Weaver (1981), it was reported that schools of education should recruit high aptitude students and make them aware of career options in education in order to produce dedicated teachers. One of the findings of the study conducted by Pandya (1993) revealed that aptitude correlated with higher effectiveness of teaching.

The teaching aptitude scores of the student teachers participated in the present study revealed that 90% of them were average in their teaching aptitude and the rest were below average, poor and very poor in their teaching aptitude. It indicates that efforts have to be taken to improve the teaching aptitude of student teachers in order to develop their proficiency in teaching. Metheny et al. (2005) came out with similar finding from their research study that the teachers have to be life long learners to come in terms with their own proficiencies and help the children become more independent learners. In a study
conducted by Baveja (2004) it was reported that teachers need to be active thinkers capable of self-development and striving for self-actualization. In a similar study conducted by Shankar (2008) it was reported that most of the teachers have chosen the teaching profession without passion for teaching. This report is well supported by the findings of the research study conducted by Puri (2006). The study revealed that lack of passion and aptitude towards teaching profession, and sub-standard teacher education institutes are some of the barriers that slow down the growth of quality teacher education. The study suggested that modification in curriculum and professional commitment could lead teacher education to quality teacher education. In a study conducted by Bordeur (1999) it was reported that attitude is usually listed as an important attribute of a good teacher and aptitude for learning and good communication skills are also considered as important factors for good teaching.

The present study revealed that certain background variable of the student teachers influence the different dimensions of their teaching aptitude. In a study conducted by Vyas (1982) it was found out that teaching aptitude, attitude towards learning, age, academic achievement and socio-economic status were to be significantly related to success in teaching. In a similar study conducted by Kaur (2009) it was concluded that the teacher education programme (B.Ed.) had more favourable effect on teacher effectiveness of female prospective teachers and male teachers were more tense and frustrated in comparison to their counterparts. Gipson (1960) also came out with a supportive findings from his research study on the relationship of
teaching aptitude to age, sex and classification of students at Southern University. The study concluded that there was significant difference among students in teaching aptitude with reference to age and sex.

5.3.2 Spiritual Intelligence of Student Teachers

In the present study the investigator made an attempt to measure the level of spiritual intelligence of student teachers in Tamilnadu. Saidy (2009) made a similar study on the influence of emotional and spiritual intelligence among the secondary school students. The study concluded that one’s level of intelligence depends on emotional and spiritual intelligence which could influence the level of students’ achievement.

White (2006) conducted a study on spiritual and the intellectual development of college students and the study revealed the finding that the evolving notion of spiritual intelligence is the right way to meet the challenges in leadership. Teo (2002) examined the concept of Spiritual intelligence and came out with the suggestion that teachers may help the students to meditate and develop virtues like selflessness and gentle in words and deeds. In a similar study on the awareness of spiritual intelligence, Chandak (2007) reported that deep realization of spiritual intelligence as the need of the hour to secure long-term sustainable development and survival of the business and industries in the 21th Century. The study recommended that the educationists may want to introduce and implement syllabus based on spiritual intelligence for the current and future students of India and Abroad.
Animasahun (2010) conducted a study and found out that emotional intelligence and spiritual intelligence are far more important to adjustment process and success in life. The study concluded that parents, teachers, leaders and business executives should encourage and motivate people to develop spiritual intelligence. Yang (2006) carried out a research study to define the nurses’ spiritual intelligence level and the results of the study showed that nurses’ spiritual intelligence was centralized in a moderate degree. Age and childhood spirituality were the most significant variables affecting nurses’ spiritual intelligence. Saad et al. (2010) in his research study on the impact of spiritual intelligence on the health of elderly came out with the finding that spiritual intelligence was positively associated with general health.

The findings of the present study have conformity with the findings of the most similar and related studies conducted in the past in different parts of the world. Since no study included both teaching aptitude and spiritual intelligence of student teachers, discussion on the combined effects of these variables could not be made. On the basis of the findings and discussion, certain recommendations are made by the investigator for necessary follow-up and further research pursuits.

5.4 RECOMMENDATIONS

Teaching aptitude encompasses the various aspects of teaching and provides more holistic view of skills, knowledge and qualification that a teacher needs to acquire. Teacher education programme is
expected to be of the quality to prepare more talented and dedicated teachers. Teaching profession has become a challenging one in the 21st century due to various factors. Apart from teaching his subject, the teacher is expected to guide his students in all aspects, to enable them to become proud citizens of our country. At present, violence and terrorism have become part and parcel of human life. At this critical stage, the entire world believes that teachers alone can change the worst situation. They are expected to produce students who love mankind and respect humanity. The teacher education programme should have an aim of producing such kind of teachers. The teacher preparation curriculum has to be revamped towards developing teaching competency and spiritual knowledge of the student teachers.

The present study taken up by the investigator reveals that there is good relationship between teaching aptitude and spiritual intelligence. It is made clear that a teacher who has high level of teaching aptitude with spiritual intelligence will be the most demanded person to bring back religious, social, economical, cultural and spiritual harmony in the world.

The present study and its findings may be considered by the designers of curriculum for teacher education programme to fix the objectives and aims of teacher education.

The teacher education programme has to motivate the student teachers to develop the habit of self-study with the aim of keeping them abreast of the latest developments in their own and allied fields.
Guidance and counseling has to be considered in teacher education programme to enable the student teachers to get adequate training in thinking logically and acting creatively.

Meditation, yoga, moral instruction and value education have to be made compulsory subjects in teacher education programme.

Teacher educators need periodic reconditioning of knowledge, refreshing of experience, developing a wide outlook and acquiring new information to update their skills in preparing the student teachers for their noble profession.

As spiritual intelligence has excellent impact on the enhancement of the esteemed qualities of the student teachers and their teaching efficiency, it may be included in the curriculum of B.Ed. programme. Though spiritual intelligence is an inborn propensity, most of the people are unaware of its significance in problem solving and goal attainment. A positive attempt has to be made in facilitating the excellence of spiritual intelligence among the young minds of the nation for making the world a better place to live in.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The present study has analyzed the teaching aptitude and spiritual intelligence of student teachers in B.Ed. level. Similar studies may be conducted to find out the teaching aptitude and spiritual intelligence of student teachers in primary teacher training and elementary teacher training level.
Similar research can be conducted to study the teaching aptitude and spiritual intelligence of teacher educators.

A study can be made to find out the possibility of improving the spiritual intelligence of student teachers with the present curriculum of teacher education programme.

A study can be made to design a new curriculum for teacher education programme to enhance teaching aptitude and spiritual intelligence of student teachers.

A study can be conducted to measure the awareness of spiritual intelligence of school students and college students.

5.6 CONCLUSION

Education helps in the manifestation of the all round development of the personality of the individual. The quality of education depends on the quality of teachers. The teacher upholds the tradition and norms of the society. Today as never before, teachers need to be empowered to enhance their level of competency to compete with technically developed society. The teacher education programme and the teacher educators have to be good enough to produce teachers who are capable of fulfilling the expectations of the students, parents and the society. The duty of a teacher is not just producing doctors, engineers, lawyers and scientists but good citizens who love mankind beyond social, communal, religious and geographical boundaries. This mission will be possible, if the teachers
really have interest in teaching, respect for values and faith in self. This study is an attempt to inspire the student teachers and the teacher educators to be prepared for the mission ahead.