

ROLE OF ACADEMIC ACHIEVEMENT, GENERAL, EMOTIONAL AND SPIRITUAL INTELLIGENCE IN PREDICTING TEACHING COMPETENCE: A PATH ANALYSIS

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Abstract

The purpose of present study was to study predictive and intermediate role of Spiritual, Emotional and General Intelligences and Academic Achievement in predicting Teaching Competence of student-teachers. The sample comprised of 187 (Mean age=23.99 Years, SD=3.22) Student-Teachers. Data were collected by using Spiritual Intelligence Scale (2006) developed by Singh, Singh and Kaur; Teaching Competence developed by Passi and Lalitha (1978), Standard Progressive Matrices (SPM) developed by Raven, Raven and Court (revised, 2000) and Bar-On-Emotional Quotient Inventory (1997). Marks obtained by the student-teacher in university examination conducted by Guru Nanak Dev University, Amritsar in April 2012 were taken as academic achievement. Results revealed that the strongest direct effect on teaching competence is from general intelligence and weakest from spiritual intelligence. The strongest indirect effect was from general intelligence. Emotional and spiritual intelligence do not have indirect effect on teaching competence. General intelligence has the strongest total effect on teaching competence and spiritual intelligence has the weakest total effect. Academic achievement has the strongest non-casual co-variation and emotional intelligence has the least non-casual co-variation on teaching competence. Thus, path analysis suggests that the relationship between teaching competence and academic achievement is largely result of non-casual co-variation.

Key Words: Teaching Competence, Academic Achievement, General, Emotional and Spiritual Intelligence, Student-Teacher.

Teaching is defined as those behaviors of teacher which help in learning of students. Some educationists consider teaching a broad concept which includes all activities to be carried out for organizing learning experiences. The modern concept of teaching refers to cause the learner to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. According to British Council (2010) Teaching Competency refers to knowledge of concept/ skills/ language system and the ability to communicate this and knowledge effectively and in ways appropriate to the learners and type of course being delivered. Academic achievement is so significant because it is considered one part or whole as base of entry in particular profession or in higher class. Due to these factors administrators, teachers, parents become the stressor for students, which affect the mental health of students. Intelligence refers to one's ability to reason through situations and act in an effective and adaptive fashion (Sears, 1995). Transmission of knowledge in classroom indicates cognitive abilities as correlates of teaching. Intelligence is one of the major cognitive ability. Baron (2006) stated that the term intelligence refers to individual's abilities to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by careful

thought. Emotional intelligence is actually a large collection of skills and abilities. Mayer et al. (1997) defined emotional intelligence as the capacity to reason with an emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it. Emotional intelligence allows a person to think divergently and to use emotions to solve problems. Goleman (1995) believes that emotional intelligence appears to be an important set of psychological abilities that relate to success in life. The construct of spiritual intelligence is also result of some scientific enquiries of human experience. King (2009) defined spiritual intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that 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 mastery of spiritual states. Most of the previous researches provide evidences regarding importance of spirituality for human beings in general.

Objective

- To study the role of Academic Achievement, General, Emotional and Spiritual Intelligence in predicting Teaching competence

METHOD

Sample

The present study was conducted on student-teachers studying in Colleges of Education of Jalandhar district (Population) affiliated to Guru Nanak Dev University, Amritsar. Student-teachers were selected by cluster sampling technique from seven colleges keeping in mind strata based on gender. Almost all the males were taken in sample as proportion of male was less than female student-teachers. Further, almost equal number of student-teachers from science and social science were taken. The sample comprised of 187 (Mean age=23.99 Years, SD=3.22) Student-Teachers out of these 28 (Mean age=23.21 Years, SD=2.03) were male and 159 (Mean age=24.09 Years, SD=3.34) were female. 49 student-teachers belonged to rural area (Mean age=24.09 Years, SD=3.74) and 138 student-teachers belonged to urban area (Mean age=23.99 Years, SD=2.90).

Procedure

On selected sample, Bar-On-Emotional Quotient Inventory (1997) was administered to assess their emotional intelligence. In order to assess their teaching competency, observation schedule was used during the discussion lesson in their respective institutions. Two observers rated the teaching competence of student teachers. The mean score of both observers on each student teacher was used for testing hypotheses. Collected data were analyzed with the help of SPSS.

Measures

1. In order to assess the Teaching Competence of B.Ed student's observation schedule developed by B.K. Passi and J.K. Lalita (1978) was used during the discussion lesson in their respective institution. Observation schedule consists of five dimensions Planning, Presentation, Closing, Evaluation, and Managerial with 21 items. This schedule has nine point scale against each item that leads to Not at all to very much.
2. In order to assess the Emotional Intelligence of B.Ed student's Bar On- Emotional Quotient Inventory (1997) was used. This tool is a self-report inventory with 66 items and measures ten different components of Emotional Intelligence viz. self-regard (SR), interpersonal relationship (IR), impulse control (IC), problem solving (PS), emotional self-awareness (ESA), flexibility (F), reality testing (RT), stress tolerance (ST), assertiveness (A) and empathy

(E). There are five response categories viz. Not True, Seldom True, Sometime True, Often True and True. Negative items were scored as 5,4,3,2,1 (Not True, Seldom True, Sometime True, Often True and True) respectively and positive items were scored as 1,2,3,4,5 (Not True, Seldom True, Sometime True, Often True and True) respectively. The Inventory has high content and construct validity.

3. Standard Progressive Matrices (SPM) developed by J. Raven, J.C. Raven and J. H. Court (revised, 2000) was used to assess the non-verbal intelligence of the student-teachers. The SPM consists of 60 problems divided into five sets. There is no time limit for this test. Numerous reliability coefficient quoted by Raven vary from .80 to .90. Validity of the SPM has been studied in the usual ways. When the Stanford Binet Test of Intelligence was used as the criterion, correlation varied from .50 to .86.
4. Spiritual Intelligence Scale (2006) developed by Dr. Tirath Singh, Dr. Arjinder Singh and Binderjit Kaur was used. The scale consisted of 120 items and 16 dimensions. It was a five point scale. The scale was found highly reliable with test-retest reliability =.81 and split half (even odd) = .81, split half (1st and 2nd half) = .78. The scale possessed high content validity as only those items were included in the scale which got consensus of the judges. The concurrent validity with Wolman's (2001) PSI and Khaira et al.'s (2004) SFSIS were found (N=65) 0.69 and (N=50) 0.63 respectively.
5. Marks obtained by the student-teachers in university examination conducted by Guru Nanak Dev University, Amritsar in April 2012 were taken as academic achievement.

Results

Analysis of obtained data was done in accordance with objectives framed, which are discussed below.

The coefficient of correlation (table 1) between academic achievement and general intelligence is .164, which is significant at .01 level with df 185. It means that there is significant correlation between academic achievement and general intelligence. The significance of correlation between exogenous variables shows that the path model (figure 1) can be applied to the present set of variables. The path diagram is shown below.

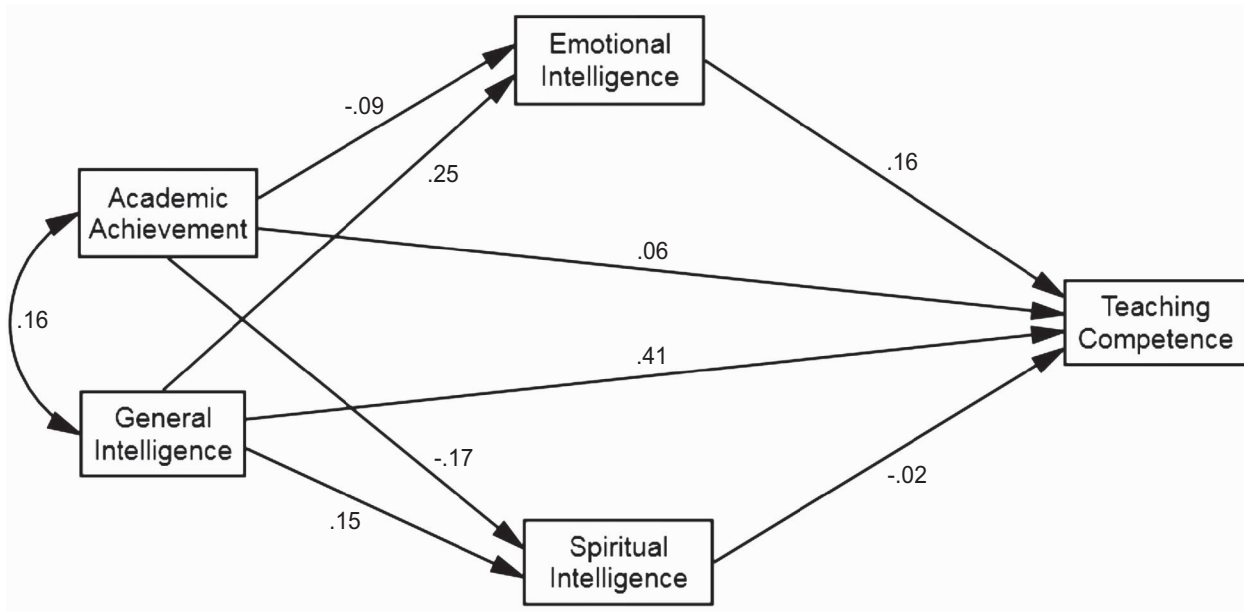


Figure 1. Path Diagram.

Table 1

Direct and Indirect Effects on Teaching Competence from Academic Achievement, General Intelligence, Emotional Intelligence and Spiritual Intelligence

Variable	r	Direct Effect	Indirect Effect	Total Effect	Non-causal co-variation
EI	-.062	.16	0.000	.160	-.222
AA	.241*	.06	-.011	.049	.192
GI	.380*	.41	.037	.447	-.067
SI	-.125	-.02	0.000	-.020	-.105

Note. * Significant at .01 level.

Table 1 provides the direct, indirect effects and non-causal co-variation from Academic Achievement, General Intelligence, Emotional Intelligence and Spiritual Intelligence on teaching competence of student-teachers. It is evident from above table that the strongest direct effect on teaching competence is from general intelligence and weakest from spiritual intelligence. The strongest indirect effect is from general intelligence. Previous research indirectly supports this finding such as Malik (1977), Chaturvedi et al. (1992), Varma (2003), Panigrahi (2005), Paltasingh (2008) and Dhall et al. (2009). Ainsworth (1967), Gupta (1978) have clearly shown that getting knowledge or academic/achievement is positively related with General intelligence.

Emotional and spiritual intelligence do not have indirect effect on teaching competence. General intelligence has the strongest total effect on teaching competence and spiritual intelligence has the weakest total effect. Academic

achievement has the strongest non-casual co-variation and emotional intelligence has the least non-casual co-variation on teaching competence. Previous research has explained such support findings for emotional intelligence and teaching such as Sorjonen et al. (2012), Kelly (2008), Rebecca Chickering & Gamson (1987), Ashkanasy and Dasborough (2003), Lewkowicz and Bloom (1999), Hall and West (2011), Bhattacharya (2000), and Bajwa et al. (1996). Path analysis suggests that the relationship between teaching competence and academic achievement is largely result of non-casual co-variation.

No significant correlation exists between teaching competence and spiritual intelligence of student-teachers. Basically classroom teaching is largely a cognitive, emotional and social process. That is why in present study General intelligence significantly influence teaching competence. It is also notable that previous literature shows no correlation

between Spiritual intelligence or spiritual related variables with cognitive variables such as General intelligence, Academic Achievement (Singh 2012). Hence, it may be accepted that Spiritual intelligence does not directly contribute to classroom teaching.

Conclusion

The most significant predictor of teaching competence is general intelligence. Emotional intelligence comes at second place. Spiritual intelligence is a variable which was found to affect the teaching competence of student-teachers.

Educational implications

As general intelligence has the strongest effect on teaching competence of student-teachers, Colleges of education should focus on general intelligence for skill development of student-teacher's. It can help the teacher educators to select good would be teachers on the basis of general intelligence. Emotional intelligence can be used as second criteria for the selection and academic achievement as third criteria.

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