

Spiritual Management Impact on Learning of School Students

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ABSTRACT

Spiritual Intelligence is quite important of all the intelligences in the world of school education and so is the spiritual health of students today. India had many past success stories in the spirituality applications to the school education but now it is at its bottom and need is to have its value added application revived in the world education with new and better inline ideas. The school environment has changed globally and is synchronized with the global inline educational needs. It is good time to improve the school education to check the negativity in the students by improving academics spiritual health and mind control which have been neglected. It is time to unlock the spiritual dimension of the intelligence.

Keywords: Spiritual dimension of intelligence, Mind Management, Goal Oriented Life

I INTRODUCTION

World is passing through difficult time with Covid-19, geopolitical tensions, climate change and global shockwaves. Time is critical to provide the impact of spiritual intelligence (SI) injected in the students with an open mind but with love and purity for their transpersonal leadership with the rational and balanced integration. SI provides to students the unbiased true north of the internal compass to guide internally self determination and accountability. Spiritual Intelligence is most critical out of all the intelligences in the world of school education and spiritual health of students today. India had many past success stories in the spirituality applications to the school education and students but now it is at its bottom and need is to have its value added application to the current world education with new and better inline ideas.

Research discussions, interviews and surveys with the learners and teachers confirm the spiritual abilities to their better performance in the world of work including academic achievements and life happiness. Thus students enter into the invisible radiant circle of self awareness, love and trust in life, meaning in daily activities, gentle surrender to truth and clarity of intention aligned with wisdom and compassion. Better look to have opportunity with the students for discussions and ask them to discover their inner landscape by examining their own thoughts, feelings, compassion, trust, courage, gentleness and finally encourage them to follow what they love and develop their inner talents.

II REVIEW OF LITERATURE

The school environment has changed globally and is synchronized with the global inline educational needs. It is good time to improve the visible deterioration in the school education having increased negativity in the students having sub standard academic achievement, spiritual health and mind control having invisible button. It is better to unlock the spiritual dimension of the intelligence.

SI unlocks the spiritual dimension of intelligence and students superior ability to acquire and apply knowledge to unlock the needed skills, abilities and specific behavior required to find moral and ethical path for the inter-personal relationships. SI takes care of students mind and body development, polishes and sharpens abilities to solve the everyday problems for life creatively in the new situation of the socio-psycho-physical environment for attaining the highest knowledge and wisdom. SI opens the heart and illuminates the mind with having better memory. Non ethical social networking, overloaded curriculum, growing "use and throw" attitude detracts students from value-oriented life. Spiritual inputs reduce their stress, and lead a meaningful and goal-oriented life. Before giving them a consciously planned value education program, SI increases ability to behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation. It has measurable competencies. Amram (2007) investigated multi dimensions of SI and found spiritual students were generally happy, cheerful, at peace most of the time, rarely depressed have excellent physical health and are satisfied and find meaning in their life.

Neurologically left half brain is a serial processor of the intellectual intelligence, right half brain is a parallel processor of the emotional intelligence and full brain is synchronous processor of the spiritual intelligence also the 40Hz synchronous oscillations connect mind, self and world into a meaningful whole, 40Hz oscillations constitute the neural basis for the SI and is most critical for the students value added development of mind. Drivers have an enlarged part of the brain that deals with direction-finding. Frequent use of the neural network evolves a brain optimized for spiritual intelligence. Ultimately continued practice results in a 3Q brain IQ+EQ+SQ, neurologically the Super 3Q brain is optimized for spiritual intelligence by a psycho-physical process, Whole-brain coherence optimizes brain function, and results in greater fulfillment, increased creativity, sharpened intuition, more empathy and compassion, and improved performance on a wide variety of work and life skills.

III NEED FOR THE STUDY

This research study is to help students to improve their academic excellence by improving their brain memory capacity, critical but positive thinking skills, it happens by the impact of SI by the development and optimization of 3Q mind. It also needs critical attention of teachers on not only the school teaching but the critical is the learning from the teaching output.

This research is specific to the school education and its students. In India continuous deterioration of school students' academic and mental health poor behavior with poor mind development and having low spiritual intelligence quotient of the school leavers is effecting the nation's youth overloaded with the stress could be turned to better schools leavers output and it is possible with the positive impact of the mind development with the help of the SI.

National Curriculum for School Education has observed that curriculum has to provide learning experiences which will improve students' thoughts, feelings and actions. Very few researches have researched spiritual intelligence in India and its contribution to the field of education. This study covers management, psychological aspect of educational growth and development of the students, learning, motivation, personality development and adjustment, etc. Kothari Commission (1966) points out concept of the mingling of 'Science and Spirituality' is of special significance for Indian Education." This study indicates that an analysis of the various problems of spiritual intelligence in the psychological perspective may be accepted by the educationists to understand the Spiritual Intelligence impact which could bring about a dynamic change in education system and its learners.

IV METHODOLOGY

Use of research problems identification by the critical thinking, solutions by the creative thinking and conclusions by the collective positive thinking. Sharpen the existing SI impact which could bring about a dynamic change in education system and its learners. Used the face to face interviews to simulate the information and data in the process of conversion of data in to useful data and finally in the conclusive data. Used the face to face structured interviews, discussions and survey with the students, teachers, and educational experts. This research based on the real data and social research, attitudes and assumptions that the reality reasonably well represented in this research analysis. The useful data discussed with my seniors colleagues and experts and then made use of this data for the concluding data and used in the conclusion for this research problems.

Research questions and research responses from the randomly selected 12 teams of the school collected, studied and analyzed. Each team is from boys and girls from each class VII to XII grade of the school has 13 student members. Used Likert survey.

(a) Research questions -

- (i) Input to mind with the improved SI quotient have positive impact on students academic excellence in term of mind output that is better memory and learning skills from the school's teachings, thus to have improvement in learning / teaching ratio ?
- (ii) Input to mind with improved EI has direct impact on the brain input and an automatic impact on its output so have positive impact on students emotional achievements in term of taking positive decision and avoidance of negative decisions in most adverse circumstances like leaving home, academic failures and or life ending decision?
- (iii) Positive inputs to brain processor for Serial, parallel and synchronous processing add to improved brain use much more than brain usage by an average student, thus the 40Hz synchronous oscillations connect mind, self and world into a meaningful whole, thus this impact improved the spiritual intelligence critical for the students value added development of mind and thus their mind output critical thinking, thoughts and decisions in critical circumstances ?
- (iv) Static mind is the best to give the best output in a student life and it is mandatory input for mind development, stop entry of poison of negativity to the mind and thus it has direct impact on the mind output and on students positive behavior ?
- (v) Frequent use of the neural network makes brain optimized for spiritual intelligence and ultimately continued practice results in a 3Q brain IQ+EQ+SQ, the Super 3Q brain is thus optimized for spiritual intelligence by a psycho-physical process, Whole-brain coherence optimizes first brain function and then mind development and the last mile is to have a super 3Q mind energized by the power of spiritual intelligence, and all this shall have great impact on students positivity, life values and value added student life and life as whole. The Super brain could be made by the application of Artificial Intelligence (AI) through a robot having super brain but Robot cannot have 3Q mind so student's spiritual intelligence to be used finally?

V DATA ANALYSIS

Analysis of the infield data is done with the needed accuracy.

MS = Mean score
 $(5N5 + 4N4 + 3N3 + 2N2 + 1N1) / (N5 + N4 + N3 + N2 + N1)$, N1 = # of respondents who answered “Very weak”, N2 = # of respondents who answered “Weak”, N3 = # of respondents who answered “Average”, N4 = # of respondents who

answered “Strong”, N5 = # of respondents who answered “Very strong”

Responses on 5-point Likert scale: 1-very weak, 2-weak, 3-average, 4-strong and 5-very strong,

The Likert Survey analysis outcome –

Table # 1 : Summary of responses for the five research Questions from the students teams of 12 #s each having 13 randomly selected students from grade XII to VII.

Table #1

Data Ref: Table #1	Likert Survey Score from all students teams				
Research Questions	N1	N2	N3	N4	N5
RQ I	0	0	16	22	118
RQ II	0	0	17	21	118
RQ III	0	0	10	45	101
RQ IV	0	0	2	14	140
RQ V	132	20	4	0	0

Figure #1

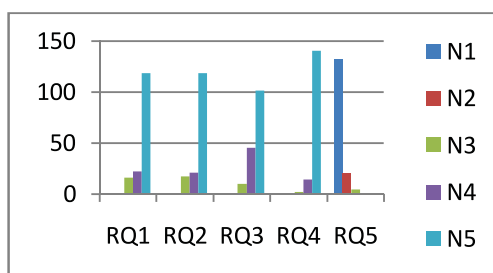


Table # 2

Likert Survey Score from senior secondary students teams of grade XII and XI					
Research Questions	N1	N2	N3	N4	N5
RQ I	0	0	3	6	43
RQ II	0	0	4	7	41
RQ III	0	0	4	20	28
RQ IV	0	0	2	4	46
RQ V	45	6	1	0	0

Figure #2

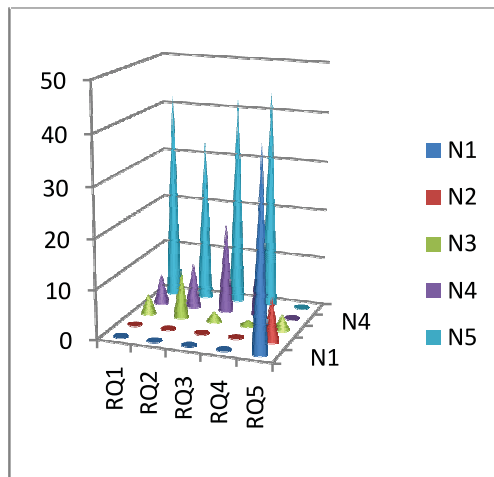


Table # 3

Likert Survey Score from senior secondary students teams of grade XII and XI

Research Questions	N1	N2	N3	N4	N5
RQ I	0	0	4	6	42
RQ II	0	0	10	9	33
RQ III	0	0	2	18	42
RQ IV	0	0	1	7	44
RQ V	40	9	3	0	0

Figure # 3

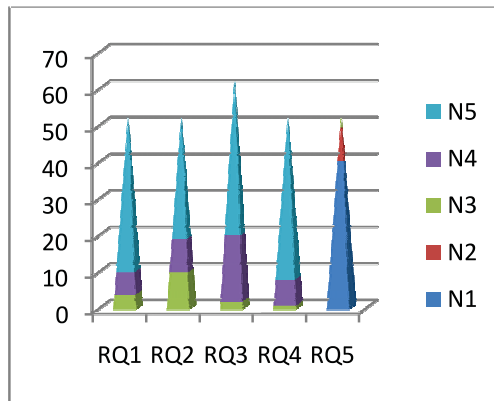
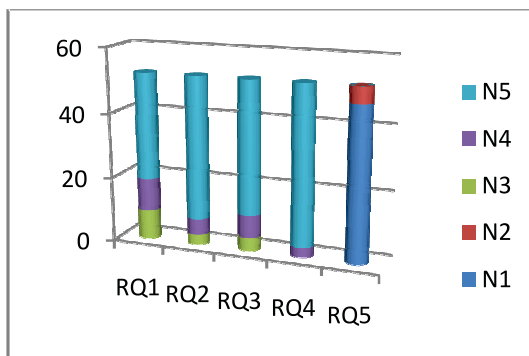


Table # 4

Likert Survey Score from senior secondary students teams of grade XII and XI

Research Questions	N1	N2	N3	N4	N5
RQ I	0	0	9	10	33
RQ II	0	0	4	7	41
RQ III	0	0	4	20	28
RQ IV	0	0	0	3	49
RQ V	47	5	0	0	0

Figure # 4



	% of Respondents Strongly agreed	% of Respondents Strongly not agreed
RQ1	75.6	
RQ2	75.6	
RQ3	64.7	
RQ4	89.7	
RQ5		84.61

	% of Respondents Strongly agreed	% of Respondents Strongly not agreed
RQ1	82.69	
RQ2	75.84	
RQ3	53.84	
RQ4	88.46	
RQ5		86.53

	% of Respondents Strongly agreed	% of Respondents Strongly not agreed
RQ1	80.76	
RQ2	63.46	
RQ3	80.76	
RQ4	84.61	
RQ5		76.92

Table # 8		
Junior classes response		
	% of Respondents Strongly agreed	% of Respondents Strongly not agreed
RQ1	63.46	
RQ2	84.61	
RQ3	75.6	
RQ4	94.23	
RQ5		90.38

VI CONCLUSION

Conclusion is based on the Likert survey responses analysis from the randomly selected student's teams from senior secondary, secondary and junior secondary grade students, discussions and interviews with teachers, school management expert and adviser.

RQ1 is strongly agreed by 75.6% of all students, 82.69% of senior secondary students group, 80.76% of secondary students group and 63.46% of secondary students group. Finally agreed that the input to mind with the improved spiritual intelligence quotient have positive impact on students academic excellence in term of mind output that is better memory and learning skills from the school's teachings, thus to have improvement in learning / teaching ratio.

RQ2 is strongly agreed by 75.6% of all students, 78.84% of senior secondary students group, 63.46% of secondary students group and 84.61% of junior secondary students group. Input to mind with improved emotional intelligence has direct impact on the brain input and an automatic impact on its output so shall have positive impact on student's emotional achievements in term of taking positive decision and avoidance of negative decisions in most adverse circumstances like leaving home, academic failures and or life ending decision.

RQ3 is strongly agreed by 64.7% of all students, 53.84% of senior secondary students group, 80.76% of secondary students group and 75.6% of junior secondary students group. Positive inputs to brain processor for Serial, parallel and synchronous processing add to improved brain use much more than brain usage by an average student, thus the 40Hz synchronous oscillations connect mind, self and world into a meaningful whole, thus this impact improve the spiritual intelligence critical for the students value added development of mind and thus their mind output critical thinking, thoughts and decisions in critical circumstances.

RQ4 is strongly agreed by 89.7% of all students, 88.46% of senior secondary students group, 84.61% of secondary students group and 94.23% of junior secondary students group. Static mind is the best to give the best output in a student life and it is mandatory input for mind development, stop entry of poison of negativity to the mind and thus it has direct impact on the mind output and on student's positive behaviour.

RQ5 is strongly disagreed by 84.61% of all students, 86.53% of senior secondary students group, 76.92% of secondary students group and 90.38% of junior secondary students group. The response is negative and the response is indicative that AI application by them is the last mile but the research opine differs it is the SI which could develop the 3Q mind development and achieve the last mile to have a super 3Q mind energized by the power of SI and all this shall have great impact on students positivity, life values and value added student life and life as whole.

VII FUTURE RESEARCH

Advanced research data analysis by the use of data codification and analyzed by using the Statistical Package for Social Sciences (SPSS) is for more accurate results to understand the school student's mental health, academic achievement, development and happiness in school life of school students. The advanced research investigation findings may be relevant for policy formulation.

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