

RELATION OF EMOTIONAL AND SPIRITUAL INTELLIGENCE AMONG PROSPECTIVE TEACHERS

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Abstract

In today's world tremendous competition was going on and everyone wants to excel in their lives and careers. High emotional intelligence develops the ability to tolerate stress, maintain an optimistic outlook, and develops an ability to overcome the day today problems in an intelligent manner. Emotionally intelligent teachers help students with improved motivation, enhanced innovations, increased performance, effective use of time and resources. On the other hand to live a meaningful life one needs to focus on spiritual intelligence. So, there was a great need to study the emotional intelligence and spiritual intelligence of prospective teachers. Emotional intelligence is the ability of an individual to understand self and others. It gave way to an individual's life towards success. Spiritual intelligence is to find meaning in life, to maintain inner and outer peace regardless of any problem, to forgive others, to be sensitive towards others and maintaining a balance in life. The study was delimited to 100 prospective teachers of Government College of Education, Sector-20 D Chandigarh and Dev Samaj College of Education, Sector-36 B Chandigarh only. The major findings of the study revealed the significant correlation between the emotional and spiritual intelligence, no significant difference in the emotional intelligence of prospective teachers of government and private colleges of education and significant difference in the spiritual intelligence of prospective teachers of government and private colleges of education.

Introduction

Emotional Intelligence was described formally by Salovey and Mayer (1990). They define it as 'the ability to monitor one's own and others' feelings and emotions to discriminate among them to use this information to guide one's thinking and actions. They also provided an initial empirical demonstration of how an aspect emotional intelligence, could be measured as a mental ability. (Mayer, DiPaolo and Salovey, 1990). Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. (Goleman, 1998). The Mayer and Salovey (1997) model of emotional intelligence defines four discrete mental abilities (also referred to as 'branches') that comprise emotional intelligence i) perception of emotion, ii) use of emotion to facilitate thought, iii) Understanding of thought, and iv) management of emotion. (Mayer and

Salovey, 1997; Mayer et al, 2008 a).

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Spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. It can be cultivated through questing, inquiry, and practice. Spiritual experiences may also contribute to its development, depending on the context and means of integration. Spiritual maturity is expressed through wisdom and compassionate action in the world. Spiritual intelligence is necessary for discernment in making spiritual choices that contribute to psychological well-being and overall healthy human development. (Vaughan, 2002)

Present study was an effort to find the relation of Emotional and Spiritual Intelligence among prospective teachers of Government College of Education, Sector-20 D Chandigarh and Dev Samaj College of Education, Sector-36 B Chandigarh.

Objectives of the study

- 1.) To study the relationship between emotional and spiritual intelligence of prospective teachers.
- 2.) To study the difference in the emotional intelligence of prospective teachers of government and private colleges of education.
- 3.) To study the difference in the spiritual intelligence of prospective teachers of government and private colleges of education.

Hypotheses of the study

- 1.) There exists no significant correlation between emotional and spiritual intelligence of prospective teachers.
- 2.) There exists no significant difference in the emotional intelligence of prospective teachers of government and private colleges of education.
- 3.) There exists no significant difference in the spiritual intelligence of prospective teachers of government and private colleges of education.

Method and procedure of the study

The present study was designed to determine the relation of Emotional and Spiritual Intelligence among prospective teachers. The study was conducted by involving descriptive survey method of research. Correlation technique was employed to determine the relation between Emotional and Spiritual Intelligence. It was limited to two variables Emotional and

Spiritual Intelligence. A sample of 100 students was selected from two different colleges of education, (Government College of Education and Dev Samaj College of Education) in the ratio of 5:5. The tools used were, Roqan Emotional Intelligence Test (REIT) developed by Roquiya Zainuddin and Anjum Ahmed and Roqan Spiritual Intelligence Test (SEIT), developed by Roquiya Zainuddin and Anjum Ahmed.

Analysis and interpretation of the results

Pearson's Correlation Coefficient, t-test was computed and presented in table 1), 2), and 3) respectively.

The relationship between Emotional and Spiritual Intelligence of prospective teachers is shown in Table 1. The results shows correlation values of .214 at degree of freedom 98 show significant relation at 0.05 level only.

TABLE 1. Showing Correlation Values between Emotional and Spiritual Intelligence of prospective teachers.

CORRELATION BETWEEN EMOTIONAL AND SPIRITUAL INTELLIGENCE				
Variable	N	Mean	r- value	Level of significance
EMOTIONAL INTELLIGENCE	50	68.47	.214	Significant at 0.05 level
SPIRITUAL INTELLIGENCE	50	29.34		

Table 1. Shows the value of calculated coefficient of correlation between emotional and spiritual intelligence of prospective teachers. The coefficient of correlation came out to be

.214 which is greater than the table values 0.195 at 0.05 level of significance and less than 0.254 at 0.01 level of significance. It shows that the calculated value of coefficient of correlation is significant at 0.05 level and not significant at 0.01 level respectively. Hence the hypothesis that there exists no significant correlation between emotional and spiritual intelligence of prospective teachers is rejected. So it can be said that there exists significant correlation between emotional and spiritual intelligence of prospective

teachers.

Table 2. Showing t-Values for the Significance of Difference between Means in the Emotional Intelligence of prospective teachers of Government and Private College (Government College of Education and Dev Samaj College of Education).

COLLEGE	N	MEAN	S.D.	STANDARD Error MEAN	t- value	df	LEVEL OF Significance SIGNIFICANCE
EMOTIONAL INTELLIGENCE (Government)	50	68.10	4.87	.68	.77*	98	Not significant
EMOTIONAL INTELLIGENCE (Private)	50	68.84	4.70	.66			

Table 2 shows the calculated value of t-ratio in the emotional intelligence of prospective teachers of government and private colleges of education (Government College of Education and Dev Samaj College of Education). The value of t-ratio came out to be .77 which is less than the table value 1.98 at 0.05 level of significance and less than the table value 2.63 at

0.01 level of significance. It shows that the calculated value of t is not significant at 0.05 and 0.01 levels of significance respectively. Hence, the hypothesis that there exists no significant correlation between emotional and spiritual intelligence of prospective teachers is not rejected. So it can be said that there exists no significant difference in the emotional intelligence of prospective teachers of government and private colleges of education. Mean of Government College of Education is 68.10 and Dev Samaj College of Education is 68.84 which shows that the Emotional Intelligence of prospective teachers of Dev Samaj College of Education is more than the Emotional Intelligence of prospective teachers of Government College of Education. Although the difference in

means was quite less.

Table 3. Showing t-Values for the Significance of Difference between Means in the Spiritual Intelligence of prospective teachers of Government and Private College (Government College of Education and Dev Samaj College of Education).

College	N	Mean	S.D.	Standard Error mean	t-value	df	Level of Significance
Spiritual Intelligence (Government)	50	289.72	29.36	4.15	2.33*	98	Significant at 0.05 level. Table value = 1.98
Spiritual Intelligence (Private)	50	306.96	43.30	6.12			

Table 3 shows the value of calculated t-ratio in the spiritual intelligence of prospective teachers of government and private colleges of education (Government College of Education and Dev Samaj College of Education). The value of t-ratio came out to be 2.33 which is greater than the table value 1.98 at 0.05 level of significance and less than the table value 2.63 at

0.01 level of significance. It shows that the calculated value of t is significant at 0.05 level and not significant at 0.01 level respectively. So it can be said that there exists significant difference in the spiritual intelligence of prospective teachers of government and private colleges of education. Hence the hypothesis that there exists no significant difference in the spiritual intelligence of prospective teachers of government and private colleges of education is rejected. Mean of Government College Education is 289.72 and Dev Samaj College of Education is 306.96 which shows that the Spiritual Intelligence of prospective teachers of Dev Samaj College of Education is more than the Spiritual Intelligence of prospective teachers of Government College of Education.

Conclusions and Suggestions

On the foundation of study and the basis of interpretation of the results obtained, the following conclusions were drawn:

Emotional intelligence has a significant relationship with spiritual intelligence of prospective teachers. As emotionally intelligent teachers can understand their students well and even a spiritually intelligent teacher can find meaning in life and give their best to the society.

There exists no significant difference in the emotional intelligence of prospective teachers in government and private colleges of education. It is due to the basic understanding of prospective teachers towards emotions and their interest towards teaching profession that gave way to their emotional intelligence. That's why there exists no significant difference in the emotional intelligence of prospective teachers of government and private colleges of education.

Their spiritual intelligence gets affected due to the beliefs and basic values that every parent inculcates in their child and every individual follows those values as per their own wish. Hence, it is not same for every individual to think as the other individual think. It was due to the different backgrounds of students, their family environment etc. That's why there exists significant difference in the spiritual intelligence of prospective teachers of government and private colleges of education.

The study extends the following suggestion:-

- The study may be replicated on the wider sample in order to get a better understanding of variables under study.
- The present study was limited to Chandigarh region only. More cities can be chosen for further studies.
- The present study was restricted to Government College of Education and Dev Samaj College of Education only; the same study can be extended to other colleges also.
- The study may be conducted at school level also.
- The present study may be conducted on taking other variables like academic achievement, attitude etc.

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