

Emotional Intelligence And Spiritual Intelligence: A Correlational Analysis Among Student Teachers In Malappuram District.

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Abstract

Education has a prominent role to maintain a proper balance between emotional and other factors of one's personality. Emotional intelligence and Spiritual intelligence play a prominent role in the development of one's personality. Emotional intelligence means the ability to aware, regulate and express one's emotions and manage interpersonal relationships in judicial and empathetical way. Emotional intelligence is the capacity to comprehend our emotions and how to deal it and receive benefit from our emotion for helping our thoughts, knowing the kind of our emotion and directing the emotion in reflective way for getting developmental and intellectual emotions. Thus, the researcher focuses on the correlational analysis of Emotional intelligence and Spiritual intelligence among student teachers. The main objectives of this study are 1. to find out the relationship between Emotional Intelligence and Spiritual Intelligence among student teachers and 2. to find out the relationship between Emotional Intelligence and Spiritual Intelligence in sub samples based on gender, locale and educational qualification of student teachers. The data was collected by implementing the tools such as Emotional Intelligence Scale and Spiritual Intelligence Scale. The statistical techniques correlation is employed to analyse the data. Here, the investigator took an attempt to make thorough study on the topic "Emotional Intelligence and Spiritual Intelligence: A Correlational Analysis among Student Teachers". This study revealed that there exists the significant relationship between emotional intelligence and spiritual intelligence among student teachers in total sample and subsamples based on gender, locality and under graduate and post graduate student teachers.

Key Terms: Emotional Intelligence, Spiritual Intelligence, Student Teachers, Malappuram

INTRODUCTION

Education trains the individuals mind to think in right way and take the correct decision. Education assists the human beings to interpret things perceived in the right direction. So, it has a prominent role to establish a proper balance among emotional, spiritual and other factors of personality. The chief goal of education is the overall development of personality. Emotional Intelligence and Spiritual Intelligence allow one person to live successfully in the world. When an individual can possess and implement spiritual principles in life and one person to handle the problems in life with these principles said to be spiritually intelligent person. The results of following the spiritual principle in life leads the peaceful and full-filled co-existence and liberation from negative experiences. "Bhagavat Gita calls it as Karma Yoga where a person does his duty and carries out his purpose in life without worrying about the results". If the actions of one person are rightly rooted in duty and goodness, the results of this lead to be good and beneficial to the universe at large. Danab Zohar, who is an American born, British based philosopher and physicist and her husband, Ian Marshall, coined the term 'Spiritual Intelligence'. She said the phrase 'Spiritual Intelligence' is came from the Latin word 'Spirit' and the meaning of the word is 'wind of breath'. Literally say, it is a wind that is blowing through us, and it makes us humane and alive. According to Zohar, "Spiritual Intelligence is our access to and use of meaning, vision and value in the way that we think and the decisions that we make". Danah Zohar and Marshall have given twelve principles of Spiritual Intelligence, which are treated as components of Spiritual Intelligence. These are Self-awareness, Spontaneity, Being vision and value led, Holism, Compassion, Celebration of diversity, Field independence, Humility, Tendency to ask fundamental "why"? questions, Ability to reframe, Positive use of adversity, and Sense of vocation.

Need and Significance of the Study: At present human life is more fully filled with mental stress and pressure. We live in a world of technology and with which man has to be active and time passes very fast. For achieving success in the ever-changing world and overcome the stress in our daily life, there will be a need for force which secures the people against these pressures and stresses, one of the significant forces is emotional intelligence (Hein-2002) and spiritual intelligence. Now a days the growing group of psychologists have arrived at a conclusion that the old concept of IQ focuses on the linguistic and mathematical skills and the predictor of success in the class room, but it cannot find success in life as life's path afflicted from curriculum. Emotional Intelligence and Spiritual Intelligence have great significance for achieving personal and professional success. Blending both emotion and intelligence Mayer and Salovey (1997) introduced the term 'Emotional Intelligence'. It is defined as, "the subset of social intelligence that involves the ability to monitor one's own and other feelings and emotions, to discriminate among them and to use this information to guide one's feelings and actions". Emotional Intelligence is considered as the factor of measuring human's intelligence to measure four abilities i.e., (i) the capacity to perceive or access or generate feelings, so as to smooth the thought. (ii) the capacity to comprehend emotion and awareness of emotion (iii) the capacity to handle emotions and (iv) the capacity to promote emotional development and intellectual growth. Albert Einstein has said, "Science without religion is blind and religion without science is lame. If the two play a contemporary role, humanity could get closer to the ultimate goals of peace both individually and collectively". But today's world is witnessed by diminishing human values. Today's education, which is acquired by the present generation has failed to comprehend the nature of human consciousness, which has led to the fast deterioration of human values. But, no one pays attention to the fact that spirituality is the righteous essence in the human being which enquires to fulfill itself through interaction with the universal energy. No doubt, today's world has achieved a tremendous growth in the field of science and technology, but the kind of human consciousness is not being considered. For ending such negative things, a new system of education including value-oriented content, method, strategies etc. have to be developed for achieving the ultimate goal of life and this is what is known as 'Spiritual Education'. This education certainly lights the path for spiritual intelligence also. Spirituality means the presence of moral values, human values and social values which starts with the individual and broadly scatters to the family, to the society, to the nation and to the global village. When combining spirituality with education, which assists in the rebuilt of experiences, to do proper adjustment with environment, expand the art of fruitfully living in the community, social efficiency, we feeling, national integration and international understanding, feeling of oneness and feeling of brotherhood in the human's mind. For achieving the above-mentioned things children should be aware of spiritual education and make them spiritually intelligent. In India, there is a need for creating a better culture where the individuals could 'dive in to the mess' - i.e., comprehending, integrating and adapting to new viewpoints. Yoga and meditation is termed as the roots of spirituality.

Statement of the Problem: The researcher entitled the study as "Emotional Intelligence and Spiritual Intelligence: A correlational analysis among student teachers".

OBJECTIVES OF THE STUDY

1. To find out the relationship between Emotional Intelligence and Spiritual Intelligence among student teachers.
2. To find out the relationship between Emotional Intelligence and Spiritual Intelligence in subsamples based on gender, locale and educational qualification.

Hypothesis of the Study

1. There is no significant relationship between Emotional Intelligence and Spiritual Intelligence among student teachers.
2. There is no significant relationship between Emotional Intelligence and Spiritual Intelligence in subsamples based on gender, locale and educational qualification among student teachers.

METHODOLOGY

Research Design:For the conduct of this study, descriptive survey method was used by the investigator, where the investigator tries to examine the relationship between Emotional Intelligence and Spiritual Intelligence.

Sample Random sampling method was used for collecting the required data from the target population. 371 student teachers from eight B.Ed Training colleges in Malappuram district in Kerala were selected as sample giving due representation to the subsamples

Tools implemented for data collection.The investigator constructed two tools named Emotional Intelligence Scale for Student Teachers (Nisha A & Dr.S. Shobana-2024) and Spiritual Intelligence Scale for Student Teachers (Nisha A & Dr.S. Shobana-2024) for acquiring data needed for the study. Emotional Intelligence Scale for Student Teachers was decided to include the dimensions of Emotional Intelligence. Dimensions was fixed based on the theory of Daniel Goleman. Dimensions: (1) Self- awareness, (2) Empathy, (3) Effective Communication (4) Self -Regulation, (5) Motivation and (6) Social skill. For the construction of Spiritual Intelligence Scale for Student Teachers. The investigator decided to include the following as the dimensions of Spiritual Intelligence. Dimensions was fixed based on the theory of Danah Zohar. Dimensions: (1) Self-awareness, (2) Spontaneity, (3) Being vision and value - led, (4) Holism, (5) Compassion, (6) Celebration of diversity, (7) Field independence, (8) Humility, (9) Tendency to ask fundamental “why”? Questions, (10) Ability to reframe, (11) Positive use of adversity and (12) Sense of vocation. These collected data were analysed on the basis of the objectives and hypothesis formulated for the study by applying statistical techniques as correlation analysis.

Data Collection ProcedureThe first step of data collection was done by the investigator by taking necessary copies of tools consists of response sheets with personal details were printed. Then the researcher acquired the details of B.Ed colleges in Malappuram districts and to seek permission from the Head of these Institutions for administering the tools. The researcher implemented the tools to student teachers of eight B.Ed colleges in Malappuram Districts. A brief explanation was given by the Investigator about the aims of the study, the mode of responding to the statements in each tool and caught their willingness, participation and co-operation. The investigator ensured the student teachers that their personal data will be kept in secret and the matter will be confidential except for research purposes. The acquired data were analysed by using the statistical techniques as correlational analysis.

Validity:The Face validity of the Emotional Intelligence Scale and Spiritual Intelligence Scale was ascertained by showing the prepared test items to experts for their assessment. Both these test items were prepared after studying the theoretical constructs of Emotional Intelligence and Spiritual Intelligence in depth.

Data Analysis and Interpretation

Objective: 1 To find out the relationship between emotional Intelligence and Spiritual Intelligence among student teachers.

H0: 1 There is no significant relationship between Emotional Intelligence and Spiritual Intelligence among Student teachers.

Table No.1

Pearson Correlation			
		Spiritual Intelligence	Emotional Intelligence
Spiritual Intelligence	R	1	.257**
	Probability		.000
	N	371	371
Emotional Intelligence	R	.257**	1
	Probability	.000	
	N	371	371
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis between spiritual intelligence and emotional intelligence in student teachers indicates a statistically significant positive link, with a Pearson correlation coefficient of $r = 0.257$ and a p-

value of 0.000. This signifies a modest to moderate yet significant correlation, suggesting that those with elevated emotional intelligence are likely to possess more spiritual intelligence and vice versa. Emotional intelligence, defined as the capacity to recognize, comprehend, and regulate emotions, enhances spiritual intelligence, which is the application of spiritual ideals like compassion, mindfulness, and inner tranquility in daily life. This association indicates that individuals with high emotional intelligence are more inclined to engage in introspective thought, sustain inner harmony, and discover purpose and significance in their teaching jobs. The incorporation of these intelligences may improve student teachers' capacity to handle classroom stress, establish profound connections with pupils, and engage in teaching with empathy and ethical awareness. The result highlights the necessity of cultivating both emotional and spiritual skills in teacher education programs to facilitate comprehensive personal and professional growth.

Objective 2: To find out the relationship between Emotional Intelligence and Spiritual Intelligence in sub samples based on Gender, Locality and Educational Qualification of student teachers.

H0: 2. There is no significant relationship between Emotional Intelligence and Spiritual Intelligence in subsamples based on Gender among Student teachers.

Table No.2

Correlation Between Spiritual Intelligence and Emotional Intelligence Based on Gender		
Gender	Correlation Coefficient	Probability
Male	.301*	0.018
Female	.249**	0.000
Note: * and ** indicate significance at the 10% and 5% level.		

The analysis indicates that there is a statistically significant positive association between emotional intelligence and spiritual intelligence among both male and female student instructors. However, the strength of the link is slightly larger in males ($r = 0.301$) compared to females ($r = 0.249$). According to this, it appears that the relationship between emotional intelligence and spiritual intelligence is stronger among male student teachers than it is among female student teachers. Male student teachers may display higher interdependence between the two dimensions, which may be a reflection of gendered differences in emotional expression or spiritual orientation. The result suggests that while both genders benefit from a synergy between emotional and spiritual intelligence, males may exhibit stronger interdependence between the two constructs.

H₀: There is no significant relationship between Emotional Intelligence and Spiritual Intelligence in subsamples based on Location among Student teachers.

Table No.3

Correlation Between Spiritual Intelligence and Emotional Intelligence Based on Locality		
Gender	Correlation Coefficient	Probability
Rural	.265**	0.000
Urban	.225**	0.003
Note: ** indicates significance at the 5% level.		

The locality-based difference in the correlation between spiritual and emotional intelligence of student teachers indicates that student teachers from rural areas have a slightly stronger correlation between emotional and spiritual intelligence than those from urban areas ($r = 0.225$, $p = 0.003$). This suggests that the relation between the spiritual intelligence and emotional intelligence of student teachers is significantly higher in rural areas ($r = 0.265$, $p = 0.000$). Taking into consideration this finding, it appears that student teachers in rural areas tend to integrate emotional and spiritual components more closely than their counterparts in urban areas. Rural areas may likely develop tighter community ties, traditional values, and

spiritual participation, which may strengthen the emotional-spiritual connection. This is one interpretation that could be made. On the other hand, urban students, even though they still have a strong bond, may face a greater compartmentalization of emotional and spiritual aspects as a result of the dynamics of modern lifestyles.

Table No.4

Correlation Between Spiritual Intelligence and Emotional Intelligence Based on Educational Qualification		
Gender	Correlation Coefficient	Probability
UG	.260**	0.001
PG	.254**	0.003

Note: ** indicates significance at the 5% level.

Both undergraduate (UG) and postgraduate (PG) student teachers exhibit a moderately significant or significant positive link between emotional intelligence and spiritual intelligence in terms of their educational qualifications. In the case of undergraduate students, the correlation coefficient is $r = 0.260$ ($p = 0.001$), and in the case of postgraduate students, it is $r = 0.254$ ($p = 0.003$). Surprisingly, the intensity of the link is slightly stronger in undergraduate students. This suggests that individuals who are in early phases of their teacher education may rely more on emotional and spiritual resources in conjunction with schooling. It is possible that postgraduate students, possibly as a result of increased academic exposure or professional detachment, may display a connection between emotional and spiritual aspects that is slightly weakened.

Table No.5

Dimension-wise Correlation: Emotional Intelligence

Dimension-wise Correlation: Emotional Intelligence						
	Self Awareness_	Empathy	Effective Communication	Self Regulation	Motivation	Social Skill
Self-Awareness_	1	.203** (0.000)	.195** (0.000)	-.228** (0.000)	.202** (0.000)	.121* (0.020)
Empathy		1	.324** (0.000)	.152** (0.003)	.331** (0.000)	.397** (0.000)
Effective Communication			1	.167** (0.001)	.704** (0.000)	.584** (0.000)
Self-Regulation				1	.159** (0.002)	.162** (0.002)
Motivation					1	.643** (0.000)
Social Skill						1

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

The correlation matrix for emotional intelligence dimensions indicates substantial positive connections among almost all components, highlighting the interconnectedness of emotional competence. The most significant correlation is noted between Motivation and Effective Communication ($r = 0.704$, $p < 0.01$), closely followed by Motivation and Social Skill ($r = 0.643$, $p < 0.01$), indicating that intrinsically motivated individuals are likely to exhibit effective communication and robust social skills. Similarly, Effective Communication is significantly correlated with Social Skill ($r = 0.584$, $p < 0.01$), highlighting the interrelation of these interpersonal aspects. Moderate relationships exist between Empathy and both Motivation ($r =$

0.331) and Social Skill ($r = 0.397$), suggesting that empathetic persons tend to have greater social skills and motivation. Self-Awareness exhibits a weak yet substantial negative connection with Self-Regulation ($r = -0.228$, $p < 0.01$), indicating that heightened self-awareness may be associated with greater emotional sensitivity or lower emotional control in some settings. Notwithstanding this exception, all other relationships are positive and statistically significant, validating the idea that the many components of emotional intelligence are mutually supportive and collectively enhance emotional and social functioning.

Table No.6

Dimension-wise Correlation: Spiritual Intelligence

Dimension-wise Correlation for Spiritual Intelligence												
	Self Awareness	Spontaneity	Vision and Value led	Holism	Compassion	Celebration of Diversity	Filed Independence	Humanity	Ask "why" Questions	Ability to Reframe	Use of Adversity	Sense of Vocation
Self Awareness	1	.092 (0.075)	.203** (0.000)	.227** (0.000)	.299** (0.000)	.331** (0.000)	.098 (0.059)	.190** (0.000)	.113* (0.029)	.086 (0.098)	.082 (0.116)	.165** (0.001)
Spontaneity		1	.464** (0.000)	.183** (0.000)	.311** (0.000)	.179** (0.001)	.496** (0.000)	.272** (0.000)	.032 (0.544)	.394** (0.000)	.434** (0.000)	.316** (0.000)
Vision and Value led			1	.353** (0.000)	.560** (0.000)	.269** (0.000)	.411** (0.000)	.378** (0.000)	.157** (0.000)	.333** (0.000)	.328** (0.000)	.399** (0.000)
Holism				1	.470** (0.000)	.218** (0.000)	.169** (0.001)	.280** (0.000)	.223** (0.000)	.230** (0.000)	.218** (0.000)	.245** (0.000)
Compassion					1	.301** (0.000)	.274** (0.000)	.426** (0.000)	.178** (0.001)	.318** (0.000)	.268** (0.000)	.357** (0.000)
Celebration of Diversity						1	.262** (0.000)	.249** (0.000)	.179** (0.000)	.182** (0.000)	.122* (0.000)	.279** (0.000)
Filed Independence							1	.331** (0.000)	.177** (0.000)	.501** (0.000)	.403** (0.000)	.369** (0.000)
Humanity								1	.191** (0.000)	.377** (0.000)	.319** (0.000)	.269** (0.000)
Ask "why" Questions									1	.256** (0.000)	.163** (0.000)	.219** (0.000)
Ability to Reframe										1	.396** (0.000)	.385** (0.000)
Use of Adversity											1	.347** (0.000)

Sense of Vocation													1
**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).													

The correlation matrix of the various aspects of spiritual intelligence demonstrates a positive and statistically significant connection among the majority of dimensions, showing robust internal coherence within the construct. A robust association exists between Compassion and Vision and Value Led ($r = 0.560$, $p < 0.01$), indicating that persons demonstrating compassion are more inclined to lead a value-oriented life. The capacity to reframe is significantly connected with the utilisation of adversity ($r = 0.501$, $p < 0.01$), indicating that individuals who can constructively reinterpret obstacles are likewise inclined to derive growth from adversity. A significant association exists between Spontaneity and Field Independence ($r = 0.496$, $p = 0.01$), suggesting that spontaneous individuals frequently exhibit independent judgement. Additional moderate to significant relationships exists between Spontaneity and both Ability to Reframe and Use of Adversity, as well as between Vision and Value-Led and Sense of Vocation, highlighting the interrelatedness of reflective, resilient, and purpose-driven characteristics. Except for the weak and insignificant association between Spontaneity and the inquiry "Why" Questions ($r = 0.032$, $p = 0.544$), all other correlations are substantial, thereby affirming the multidimensional coherence of spiritual intelligence as assessed in this analysis.

CONCLUSION

The chief goal of education from the ancient period to modern times has really focused and emphasized on the aspect spirituality. The discipline psychology has identified the prominence of spiritual domain in the human. At the last of the 20th century, Zohar (2001) have given proper significance to the values in spiritual intelligence. Zohar said, "Spiritual intelligence is our access to and use of meaning, vision and value in the way that we think and the decisions that we make". Emotional Intelligence is the ability to realize, produce, understand emotions, reflectively regulate emotions and easily makes emotional and mental growth. This study revealed that there exists the significant relationship between emotional intelligence and spiritual intelligence among student teachers in total sample and subsamples based on gender, locality and under graduate and post graduate student teachers.

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