



# Study of Statistical Correlation between Emotional Intelligence and Spiritual Intelligence of B.Ed. teacher trainees

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## 1. Introduction

Emotional intelligence involves understanding one's emotions and addressing them in a healthy way that honors all concerned. Spiritual intelligence lifts this awareness to a higher level, to a place where we can connect with our divine nature and the truth that unites.

If aliveness is a key, how, then, does it relate to your wholeness - body, emotions, mind, and spirit and how does this relate to emotional and spiritual intelligence. To experience it for yourself, we created a simple experiment you can do now. This exercise uses stress as an example of energy, because just about everyone can relate to being stressed.

## 2. Integrating Emotional and Spiritual Intelligence

Using this experiment, you can connect with different emotional states and experience how they affect your perspective on life - in your body, emotions, mind, and spirit. Integrating these four aspects of your being, you could regard your emotions as indicators you can use to determine if you are on course or off course in relation to creating the life you desire.

With awareness, you can interpret the messages behind your emotions and transform them to lift your spirits. This provides access to the spiritual intelligence, the inner wisdom that shines through as you connect with your true potential. Together, your emotional and spiritual intelligence provide the insights you need to stay on the path to your full potential and the life you were born to live.

Emotional intelligence is a fairly new concept. Research reviewed the literature in refereed journals, non-refereed journals, books, and on the Internet in order to see what researchers have discovered about it so far and how they linked it to Spiritual Intelligence. In the 1940s and 1950s, there were several attempts to find a substantial relationship between Spiritual Intelligence and personality, but these attempts did not meet much success (Barton, Dielman & Cattell, 1972). In 1968, Cattell and Butcher tried to predict both school Spiritual Intelligence and creativity from ability, personality, and motivation. The authors succeeded in showing the importance of personality in academic Spiritual Intelligence however could not link motivation to it. In 1972, Barton, Dielman and Cattell conducted another study to assess more fully the relative importance of both ability and personality variables in the prediction of academic Spiritual Intelligence. One of the conclusions they reached was that IQ together with the personality factor which they called conscientiousness predicted Spiritual Intelligence in all areas. What was tested under personality was--among others--whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense. Researcher can easily see that most of these factors are included in the components of emotional intelligence. In 1983, Howard Gardner introduced his theory of Multiple Intelligences which opened doors to other theories like Emotional Intelligence.

In this review of literature Researcher studied what researchers paper related to emotional intelligence so far and how they have linked it to Spiritual Intelligence. Researcher also observed how important emotional intelligence has become nowadays in the workplace. So the researcher decided to conduct present research to see whether there is any relationship between this Emotional intelligence and Spiritual Intelligence. If the results turn out to be positive, then, in order to prepare better students for this new century, it might be better to include emotional intelligence in the school and even university curricula. After all, university students haven't benefited from it yet, and they are the ones to start working soon.

## 2. Title of the research

Study of statistical correlation between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee

## 3. Objectives of the study

1. To study the correlation between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on pre-test.
2. To study the correlation between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on post-test.

## 4. Research design

In this present study the population of this study were B.Ed. teacher trainee studying during the year of the 2016-17 in the Mehsana district from the Hemchandracharya North Gujarat University: Patan from the north Gujarat Region of the Gujarat state and sample selected from the B.Ed. colleges of the B.Ed. teacher trainee studying during the year of the 2016-17 in the Mehsana district from the Hemchandracharya North Gujarat University: Patan from the north Gujarat Region of the Gujarat state. Purposive method of the sample selection is applied to the present experimental study. Two different colleges were selected and finally 200 sample were selected for the present study. Conventional group with 100 B.Ed. teacher trainee sample size and experimental group with 100 B.Ed. teacher trainee were selected for the experimentation.

## 5. Experimental design

As per the experimental design two group pre-test post-test design applied and in the present study two different education college were selected B.Ed. teacher trainee studying during the year of the 2016-17 in the Mehsana district from the Hemchandracharya North Gujarat University: Patan from the north Gujarat Region of the Gujarat state. First group was selected as the traditional group and no treatment given to the conventional group. Second group is selected as the experimental group and treatment of the Emotional Intelligence development programme prepared by the investigator as well as Spiritual Intelligence Test prepared by Pathik Barot(2015) was to measure spiritual intelligence and researcher developed E.I. Scale to measure Emotional Intelligence.

Percentage of the last examination of the B.Ed. teacher trainee were selected and the group was equaled with percentage and finally two group of the control group and experimental group are created. And pre-test given to the B.Ed. teacher trainee. First group is selected as the traditional group and no treatment given to the traditional group. Experimental group was given treatment of the Emotional Intelligence development programme prepared by the investigator was treated with different activities for development of the emotional Intelligence and spiritual Intelligence. Finally post-test taken and the experimentation is carried out.

## 6. Data collection

Emotional Intelligence test according to the components of the Golleman with selected items were constructed and finalized same the experimentation and the tool for the data collection. Same as Spiritual

Intelligence test used for the data collection process. Approximately 40 minutes to complete in the pre-test and post-test experimentation of emotional Intelligence test and spiritual Intelligence test. Afterwards pre-test and post-test design of the experimentation score of pre-test and post-test the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and Spiritual Intelligence treatment experimentation or not, in order for us to be able to accept or reject our hypothesis.

### 7. Proposed statistical procedure

Both the score of the EQ and SQ with pre-test and post-test and the mean calculated over the selected tool of the study. Then data were analyzed, to see whether there is a relationship of experimentation and emotional intelligence pre-test and post-test or not. Mean score, standard deviation, t-value and level of the significance of control group and experimental group of B.Ed. teacher trainee for the pre-test and post-test were tabulated for the emotional intelligence.

#### Correlation Between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on Pre-test

Correlation Between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the pre-test are given as follows.

**Table 1: Correlation Between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on pre-test**

Group	N	Correlation between EQ and SQ	Standard Error of Correlation	Sig.
Pre-test	100	0.212	0.021	0.01

From the above table for the sample of the 100 B.Ed. teacher trainee Correlation between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the pre-test is calculated. Calculated correlation between the score of the emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the pre-test 0.212 which is positive and significant at 0.01 level of the significance. So it can be said that there is positive and very low correlation found between the score of the emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the pre-test.

#### Correlation Between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on Post-test

Correlation Between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the post-test are given as follows.

**Table 2: Correlation Between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on Post-test**

Group	N	Correlation between EQ and SQ	Standard Error of Correlation	Sig.
Post-test	100	0.249	0.024	0.01

From the above table,2 for the sample of the 100 B.Ed. teacher trainee Correlation between emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the post-test is calculated. Calculated correlation between the score of the emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the post-test 0.249 which is positive and significant at 0.01 level of the significance. So it can be said that there is positive and very low correlation found between the score of the emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the post-test.

### 8. Conclusion

There is positive and very low correlation found between the score of the emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the pre-test. It has been also noted that there is positive

and very low correlation found between the score of the emotional intelligence and spiritual intelligence of B.Ed. teacher trainee on the post-test.

### References

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