

## Research Article

## Enhancement of Emotional Intelligence and Spiritual Intelligence Among B.Ed. Student-trainees

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### ABSTRACT

Emotion is the subjective experience associated with personality, mood, temperament and disposition. The English word 'emotion' is derived from the French word *emouvoir*, but this is also based on the Latin word *emovere*, where *e* (variant of *ex-*) means 'out' and *movere* means 'move'. Emotion is a feeling that is private and subjective. Education for promoting relevant emotions needs to be recognized as an essential element of the educational process in the classroom since they strengthen the provided information, knowledge & wisdom and direct attention and facilitate the attainment of goals. 'Emotional Literacy' programme directly alter the level of success, self-esteem and well-being of a person. They help reverse a tide of educational decline and sustain the universal and eternal values oriented towards the unity and integration of the people, their moral and spiritual growth enabling them to realise the 'treasure within'. Teachers do influence the personality of a student. The existing education system is a hybrid variety of conventional/ traditional, and modern I new generation type. There is a serious need for standardization. The ongoing pattern of education is linear oriented or 'left-brain' oriented. We seriously lack a holistic and integrated approach. The concepts of EI and SJ with their enhancements are the need of the hour.

**Keywords:** emotional intelligence, spiritual intelligence, student-trainees, teacher education, personal development

### INTRODUCTION

Most of the educators, especially from the 20th century onwards, lay stress on the social aspects of education in addition to the academic areas. They uphold that education is a life-long process by which an individual adapts himself/herself gradually and gracefully to the available physical, intellectual, emotional, social and spiritual environments. Hence, to carry

out the process of education, teachers' all round development should also be considered seriously at the pre-service level as well as continuously throughout his/her career.

### **MEANING OF EMOTION AND EMOTIONALITY**

Emotion is the subjective experience associated with personality, mood, temperament and disposition. The English word 'emotion' is derived from the French word *emouvoir*, but this is also based on the Latin word *emovere*, where *e* (variant of *ex-*) means 'out' and *movere* means 'move'. Emotion is a feeling that is private and subjective. Humans can report an extraordinary range of states, which they can feel or experience. Emotion is a state of psychological arousal, an expression or display of distinctive somatic and autonomic responses. This emphasis suggests that emotional states can be defined by particular constellations of bodily responses. An emotion has been defined as "a complex feeling state with psychic, somatic and behavioural components that are related to affect mood" (Kalpan & Sadock, 1998). Emotion influences everyday behaviour and they can have a distorted effect on learning (Johnson, 1996: 185). It is a complex psychological and physiological phenomenon involving an individual's state of mind and its interaction between that individual and her/his environment. Among human beings, an emotion fundamentally involves "physiological arousals, expressive behaviours, and conscious experience" (Myers, 2001 ). Emotion is associated with mood, temperament, personality and motivation. Ekman (1972) (a Professor of Psychology, University of California) has identified "happiness, surprise, disgust, fear, anger & sadness" as six primary emotions.

### **MEANING OF SPIRIT AND SPIRITUALITY**

The English word 'spirit' (from the Latin word, 'spiritus', which means "breath") has many differing meanings and connotations, all of them relating to a noncorporeal substance contrasted with the material body. The spirit of a human being is the animating, sensitive or vital principle in that individual, (similar to or same as the soul, 'aatma'), taken to be the seat of the mental, intellectual and emotional powers. Spirituality is the belief in ultimate goodness and righteousness. Danesh (1997) in his book "The psychology of spirituality" opines that the ultimate human reality is a spiritual one. Spirituality is highly individual and intensely personal. It is the basic belief that there is a 'supreme power', a being, a force, whatever we call it, that governs the entire universe. There is a purpose for everything and everyone. It is inextricably connected with caring, hope, kindness, love and optimism.

## **TEACHER EDUCATION -EMOTIONALITY AND SPIRITUALITY**

Sound education is expected to provide ways and means for achieving the development of body, mind and spirit. The main director for this change is the teacher. So teachers are to be emotionally and spiritually mature enough to deal with the emotional and spiritual needs of the students. During the pre-service programme itself, the Student - trainees need to be exposed to emotional and spiritual development programme.

## **INTELLIGENCE QUOTIENTS & TEACHER EDUCATION**

In the early part of the 20th century, Intelligence Quotient (IQ) became an important issue. Our intellectual or rational intelligence is what we use to solve logical or strategic problems. Theoretically, it has been conceived that only a person with higher intelligence gets identified with higher IQ, which is determined by reliable and valid instruments. In the mid-1990's Goleman strengthened the concept of Emotional Intelligence (EI) to represent people's feelings, although the same was conceptualized earlier by other psychologists. The ability to recognize and manage one's emotions is a skill that has to be developed, used and, hopefully, honed throughout one's lifetime. Bar-On could give the concept of Emotional Intelligence Quotient (EQ), in the process of his construction of the tool to measure EI.

## **NEED AND IMPORTANCE OF EMOTIONAL INTELLIGENCE & SPIRITUAL INTELLIGENCE FOR TEACHER TRAINEES**

Teachers do influence the personality of students. Their emotional, intellectual, social and spiritual realms have profound influence on the development of children. The proposed study is an attempt to analyse and to enhance emotional intelligence and spiritual intelligence of B. Ed. student- teachers. Based on NCF (2000) for School Education by NCERT, there is a need to assess not only the students' IQ, but also their EI & SI.

In fact, for a teacher, emotions can become a valuable tool for the education of different types of students. Learners even with a sincere desire to become 'too I perfect' might have: a fear of making errors, a fear of making wrong decision or choice, a strong devotion to work, a need for order and firm routine, emotional guardedness (care), a tendency to be stubborn or oppositional, a heightened sensitivity to being pressurized or controlled by others, a need to know and follow rules, an inclination to worry, ruminate or doubt, a chronic inner pressure to use every minute productively, etc.

Education for promoting relevant emotions needs to be recognized as an essential element of the educational process in the classroom since they strengthen the provided

information, knowledge & wisdom and direct attention and facilitate the attainment of goals. 'Emotional Literacy' programme directly alter the level of success, self-esteem and well being of a person. They help reverse a tide of educational decline and sustain the universal and eternal values oriented towards the unity and integration of the people, their moral and spiritual growth enabling them to realise the 'treasure within'.

### **STATEMENT OF THE PROBLEM**

Teachers do influence the personality of a student. The existing education system is a hybrid variety of conventional / traditional, and modern/ new generation type. There is a serious need for standardization. The ongoing pattern of education is linear oriented or 'left-brain' oriented. We seriously lack a holistic and integrated approach. The concepts of EI and SJ with their enhancements are the need of the hour. EI and SI help in changing the mindset of an individual. Some studies carried out at the international level, do reveal that educators have not been perceiving the need for enhancement of EI and SI skills in their strive for excellence among their students. Only when the teachers are emotionally and spiritually intelligent, they can manage the emotional and spiritual development of their own students. The present research envisaged "enhancement of emotional intelligence and spiritual intelligence through the experiential learning process among sampled B.Ed student-trainees".

### **OBJECTIVES OF THE STUDY**

The present study was designed with a view to fulfilling the following objectives based on the major research questions:

1. To develop various strategies for the enhancement of EI and SI among the sampled student-teachers.
2. To study the effectiveness of the developed strategies for enhancing EI and SI in terms of the student-teachers' responses before and after the implementations.

### **HYPOTHESES**

1. There is no significant difference between the Emotional Intelligence (EI) of the sampled B.Ed. Student- trainees in the control group and the experimental group before and after the treatment through enhancement programme.
2. There is no significant difference between the Spiritual Intelligence (SI) of the sampled B.Ed. Student – trainees in the control group and the experimental group before and after the treatment through enhancement programme.

## POPULATION FOR THE STUDY

The target population of the present study refers to all the B. Ed student-trainees in selected Colleges of Teacher Education affiliated to Tamilnadu Teacher Education University, Chennai.

## COMPARISON OF THE EXPERIMENTAL GROUP AND CONTROL GROUP IN THE PRE-TEST AND POST-TEST FOR EI

**Table 1 Shows the comparison of the experimental group and control group in pre-test and post-test for the EI scores of the Student - trainees statistically measured with Percentage and Chi-square.**

Test	EI	Frequencies			Chi Square	p value
		Experimental	Control	Total		
Pre Test	Moderate	4	4	8	0.000	0.05
	Good	26	26	52		
	Excellent	–	–	–		
Post Test	Moderate	1	4	4	13.532	0.01
	Good	21	26	47		
	Excellent	9	–	9		

The percentage of EI scores, and comparison of the control & the experimental groups in pre-test / post-test are given in the above Table 1. The comparison of these values in percentage revealed that, there was some difference in the pre-test and the post-test of the experimental group, whereas there was no considerable difference for the control group in the case of EI.

In the experimental group, all the Student - trainees fall either under 'moderate' or 'good' categories for EI in pre-test moderate: 4, good: 26 where as in the post-test, the student-trainees fall under 'good' and 'excellent' good: 21, excellent: 9. In the control group, for the pre-test and post-test, all the Student-trainees fall under the categories, 'moderate' and 'good' only [moderate: 4, good: 26. From this, it was inferred that enhancement programme was effective to improve the EI of B. Ed. student-trainees.

Comparison between the Pre-test and the Post-test of the Control Group for the EI and Its Four Clusters The scores obtained by the participants (B. Ed. student-trainees) in the control group were further compared by testing for the difference between the mean scores for each dimension in the pre-test and the post-test. Table 2 shows the comparison of the

transformed scores of the control group between pre-test and post-test for the EI and its four clusters (self-awareness, self- management, social awareness and relationship management) of the B. Ed. student-trainees obtained through the use of Mann Whitney U test in each case:

Parameters	Test	Mean	Median	+SD
Self Awareness	Pre - Test	3.70	4.00	0.466
	Post - Test	3.73	4.00	0.456
Self Management	Pre - Test	3.77	4.00	0.430
	Post - Test	3.77	4.00	0.430
Social Awareness	Pre - Test	4.07	4.00	0.521
	Post - Test	4.10	4.00	0.481
Relationship Management	Pre - Test	3.83	4.00	0.379
	Post - Test	3.90	4.00	0.305
Emotional Intelligence	Pre - Test	3.87	4.00	0.346
	Post - Test	3.87	4.00	0.346

The values given in Table 2 show that in the control group, the EI based on its four clusters, viz., self-awareness, self-management, social awareness and relationship management, have no significant change between the Pre-test and the Post-test; as shown on the last row in Table 2, EI when taken together for all dimensions too, the changes between the Pre- and Post-test for the control group was not significant. When the mean scores were tested for significance, Mann Whitney U value obtained was found not significant at 0.05 level. This shows that there was no significant difference between the pre-test score and the post-test score of the control group in the EI and even in its four clusters separately, among the sampled B.Ed.student - trainees.

#### **COMPARISON BETWEEN THE PRE-TEST AND THE POST-TEST OF THE EXPERIMENTAL GROUP FOR THE EI**

The scores obtained by the student-trainees in the experimental group were compared by testing for the difference between the mean scores of the pre-test and the post-test. Table 3 shows the comparison of the transformed scores of the experimental group between pre-test and post-test for the EI and its four clusters (self-awareness. self-management, social awareness and relationship management) of the B. Ed. student-trainees obtained through the application of Mann-Whitney U test in each case.

Parameters	Test	Mean	Median	+SD
	Pre - Test	3.70	4.00	0.466
Self Awareness	Post - Test	3.80	4.00	0.456
Self Management	Pre - Test	3.77	4.00	0.430
	Post - Test	3.87	4.00	0.430
Social Awareness	Pre - Test	4.07	4.00	0.521
	Post - Test	4.15	4.00	0.481
Relationship Management	Pre - Test	3.83	4.00	0.379
	Post - Test	3.90	4.00	0.305
Emotional Intelligence	Pre - Test	3.90	4.00	0.346
	Post - Test	3.87	4.00	0.346

Mann Whitney U value: significant at 0.01 levels

The values given in Table 3 show that in the experimental group, the EI as represented by its four clusters individually, viz. self-awareness, self-management, social awareness and relationship management, has improved/ enhanced as a result of the offered programme. When the mean scores were tested for significance, Mann Whitney U value obtained was found significant at 0.01 levels. EI when taken together also, as shown in the last row of Table 3, there was significant difference between the pre-test score and the post-test score of the experimental group. This showed that there was significant difference between the pre-test score and post-test score of the experimental group. The high post-test score obtained indicated that the enhancement programme did help to improve the EI level of the sampled B.Ed. student-trainees.

### QUANTITATIVE ANALYSES AND INTERPRETATIONS OF THE DATA OBTAINED

#### USING SPIRITUAL INTELLIGENCE (SI) RATING SCALE

For assessing whether there was any enhancement in the SI of the participants after the programme, hypothesis-II was tested. i.e. Hypothesis II: There will be no significant difference in the Spiritual Intelligence (SI) of sampled B. Ed. Student trainees in the control group and the experimental group before and after the treatment through enhancement programme. To test this hypothesis, both pre-test and post-test for both the experimental group

and control group were administered and Spiritual Intelligence Rating Scale (self constructed) was used (same rating scale was given for both pre-test and post-test) to assess the overall enhancement of SI. Statistical measures used were Percentage, Chi-square, Mean, Median, Standard Deviation and Mann Whitney U. The statistical analyses done on the collected data and the interpretation of the data are as given below:

Comparison of the Experimental Group and Control Group in the Pre-test and Post-test for the SI Table 4 shows the comparison of the experimental group and control group in pre-test and post-test for the SI scores of the student-trainees statistically measured with Percentage and Chi-square.

Test	SI	Frequencies			Chi Square	p value
		Experimental	Control	Total		
Pre Test	Moderate	-	2	2	5.933	0.05
	Good	22	26	48		
	Excellent	8	2	10		
Post Test	Moderate	-	1	1	22.611	0.01
	Good	12	28	40		
	Excellent	18	1	19		

#### Comparison Between The Pre-test and The Post-test of The Control Group For The Si.

The scores obtained by the participants (B. Ed. student-trainees) in the two tests in the control group were compared by testing for the difference between the mean scores of the pre-test and the post-test for significance. Table 5 shows the comparison of the sum of scores and the transformed scores of the control group between pre-test and post-test for the SI of the B. Ed. student-trainees statistically computed through the use of Mann Whitney U

Parameter	Group	Mean	Median	SD
Spiritual intelligence	Pre - Test	4.00	4.00	0.371
	Post - Test	4.00	4.00	450.0

The values given in Table 5 show that, in the control group, the SI has no such significant change. When the mean scores were tested for significance, Mann Whitney U value obtained was found not significant at 0.05 levels. This showed that there was no significant



difference between the pre-test score and post-test score of the control group in the SI of the B. Ed. student-trainees.

**Findings/conclusions From The Quantitative Analyses and Interpretations of The Data  
Obtained Using Emotional Intelligence (EI) Rating Scale**

1. There was significant difference in the pre-test and post-test scores of the experimental group of the B. Ed. Student - trainees whereas no major difference was found in the control group for the EI.
2. There existed no significant difference between the pre-test score and the post-test score of the control group in the EI and even in its four clusters separately, among the sampled B. Ed. student-trainees.
3. A significant difference was found between the pre-test score and post-test score of the experimental group in EI and in its four clusters separately, among the sampled B. Ed. Student - trainees.
4. There existed no significant difference between the control group and experimental group in the pre-test scores on the EI and its four clusters among the sampled B. Ed. Student- trainees.
5. There existed a significant difference between the control group and the experimental group in the post-test on EI and in its four clusters separately, among the sampled B. Ed. Student - trainees.

Based on the rejection of the null hypothesis-I, it was found out statistically that the EI enhancement programme was effective in enhancing the emotional intelligence of the experimental group.

**Findings / Conclusions From The Quantitative Analyses and Interpretations of The  
Data Obtained Using Spiritual intelligence (SI) Rating Scale**

1. There existed significant difference in the pre-test and post-test of the experimental group, where as there was no considerable difference for the control group for the SI.
2. There was no significant difference between the pre-test score and posttest score of the control group in the SI of the B. Ed. Student - trainees.
3. A significant difference was found between the pre-test score and post-test score of the experimental group.

4. There was no significant difference between the control group and the experimental group in the pre-test scores for the SI of the B. Ed. Student-trainees.
5. There existed significant difference between the control group and experimental group in the post-test.
6. There was no significant difference between the pre-test score and the post-test score of the control group in the five clusters of SI separately (too) of the B. Ed. Student-trainees.
7. There existed significant difference between the pre-test score and posttest score of the experimental group in the clusters of SI separately, except for Ultimate Reality aspects and Holistic aspect.
8. There was no significant difference between the control group and the experimental group in the pre-test scores for the clusters of SI taken separately, except for Life & Death (Natural) aspect of the B. Ed. Student - trainees.
9. A significant difference was found between the control group and the experimental group in the post-test for the clusters of SI taken separately, except for Life & Death (Natural) aspect of the B. Ed. Student - trainees. Thus it was found out statistically that the SI enhancement programme was effective in enhancing the spiritual intelligence of the experimental group.

#### **MAJOR FINDINGS / CONCLUSIONS OF THE STUDY**

1. The quantitative dimension in this investigation, i.e. the quasiexperimental design used for the study, did provide enough statistical confidence in deciding the success story of the enhancement programme. Based on the rejections of the two null hypotheses framed, it was found that the enhancement programme in both the cases (i.e. EI & SI) seemed to be a successful one, with all the statistical evidences (using chi-square tests & Mann- Whitney U tests for the different relevant groups and clusters - separately and jointly).
  - a. There existed no significant difference between the pre-test and post-test scores of the participants of the control group for all the clusters of EI & SI (jointly as well as separately) and in the case of experimental group, significant difference did exist
  - b. A significant difference was found between the experimental group and the control group in the post-test scores for the five clusters (jointly as well as separately) of EI as well as SI among the B.Ed Student- trainees.

2. This study, being (mainly) developmental one with evolving methodologies, its success, depended on the everyday (mutual) feedback and dialogues between the participants and the researcher along with certain experts. The qualitative data obtained during the programme using, diary writing by the participants, verbal responses of the participants, casual observations, anecdotal records, photographs, etc. were subjected to rigorous content analyses (at manifest and latent levels) to come out with the following rich findings
  - a. All the Student - trainees gave highly favourable opinions about EI & SI enhancement programme and showed great interest in attending (100%) the same.
  - b. Based on the analyses of Feedback Reaction Scales & rigorous content analyses of the content of the participants' diaries, casual observation and anecdotal records, it was clearly revealed that a continuous transformational change has been taking place among the participants as a result of EI & SI enhancement programme. The participants reported that they were able to apply the knowledge, understanding and skills they gained in the enhancement programme in their teaching (teaching practice) and learning process and in their day-to-day dealing in life.

Hence, the developed EI & SI enhancement programmes were found to be effective in terms of raising the emotional & spiritual intelligence levels of Student-trainees.

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