



## A Study on Emotional Intelligence in Relation to General Intelligence and Spiritual Intelligence

### KEYWORDS

Emotional intelligence, General intelligence, Spiritual intelligence, student teachers.

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**ABSTRACT** *The present investigation is an attempt to study the emotional intelligence among the student teachers in relation to general intelligence and spiritual intelligence. For the study, 'Emotional Intelligence Appraisal', Test of General Intelligence (TGI) and Spiritual Intelligence Assessment were used as tools for data collection. On the basis of findings of the study, it was concluded that there is no significant relationship between emotional intelligence and general intelligence of student teachers. Besides, there is significant relationship between emotional intelligence and spiritual intelligence of student teachers. It is concluded that development of EQ, IQ and SQ will benefit the individual, their families, communities, institutions and the society as a whole.*

### Introduction:

Emotions play an important role in success of human beings. People who have a control over their life can manage and know their feelings well, and read and deal effectively with other people's feelings, while the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (Goleman 1996). To be intelligent is to solve new problems and to deal with diverse situations. Until recently, it have been believed that a person's general intelligence measured as I. Q. or intelligent quotient is the predictor of success in different field of life- academic, social, vocational or professional. But researchers conducted in the 90's onwards challenges the over dominance of intelligence and its measure I.Q by replacing it with the concept of Emotional intelligence and its measure Emotional Quotient revealing that a person's Emotional intelligence measured through his E. Q. may be a greater predictor of success than his I. Q.. It has been realized that there is need to bring intelligence to emotion and in addition to intelligence, emotions are equally or even more responsible for performance in any field. Since 1980s, new theories of intelligence have been introduced and are gradually replacing the traditional theory. The multiple intelligence theory has been introduced by Howard Gardner (1983), and the Emotional intelligence theory by Bar-On (1985), Mayer and Salovey (1990), and Goleman (1995). The roots of emotional intelligence appears to have originated with Charles Darwin in 1872, who theorized about a broader emotional intelligence necessary for human survival and adaptation. In modern times, the term, emotional intelligence is popularized by Daniel Goleman. According to Daniel Goleman (1998) 'Emotional Intelligence is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationship.' Emotional intelligence has two types of competencies – Personal and Social competencies. These competencies are – Self-awareness, Self-management, motivation, empathy and social skills.

Emotional intelligence focuses on soft skills for building and maintaining human relationships, at workplace, at home and other social situations. Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with the environment. The emotional intelligence theory (Bar On 1988, Mayer and Solvey 1990, Goleman 1995) said that, if the

driving force of twentieth century has been IQ, growing evidence say, the driving force of twenty first century will be emotional intelligence along with practical and creative intelligence. Recently, educator Danah Zohar combined the other two 'IQ' and 'EQ' with 'SQ' Spiritual Intelligence. Being spiritual is an attitude or the way one experiences the world and lives one's life. It represent the truest and deepest self of every individual, the inner most self. According to Zohar "Spiritual Intelligence is our access to and use of meaning, vision and value in the way that we make." It refers to a suitor set of propensities comprising perceptions, intuitions, cognition etc related to spirituality. Stephen Covey observed that "Spiritual intelligence is the central and most fundamental of all the intelligences because it becomes the source of guidance for the others. Spirituality is also identified with our work life today. It is not necessarily about being religious. The basic premise of the work life spirituality is that people have an inner life that is nourished by meaningful work takes place in the context of community. Modern organizations attempts to practice work life spirituality by bringing about characteristics like empathy, ethics, moral values, compassion, trust, humanity and work life balance into the work place. Teachers are potentially powerful catalysts for transformation of curriculum, teaching methods, teaching learning process, and learning environment. Teacher education and teacher training programmes encourage multiple capacities apart from developing professional skills. If emotional intelligence and spiritual intelligence is considered as vital for success, we have to start incorporating teaching its basic elements in our curriculum. With this purpose, present investigation was aimed to study the level of emotional intelligence (EQ), general intelligence (IQ) and spiritual intelligence (SQ) of the student teacher and the problem of the study is stated as –

**Statement of the problem – "A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO GENERAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE"**

### OBJECTIVES OF THE STUDY-

The objectives of the study are as follows-

1. To study the difference of male and female of B.Ed. students in their level of emotional intelligence, general intelligence and spiritual intelligence.
2. To know the relationship between emotional intelligence and spiritual intelligence.

- gence and general intelligence.
3. To know the relationship between emotional intelligence and spiritual intelligence.

#### Need and Significance of the study:

Emotional intelligence is an attempt to extend one's understanding of intelligence. For solving the problems or taking decision EQ works with IQ. Spiritual intelligence and emotional intelligence are dependent on the environment. There is ample scope for its development at any stage. Spiritual intelligence and emotional intelligence give a new approach to general intelligence that proves beneficial to one's performance, physical and mental health and relationship. As teacher plays important role in shaping the pupils behavior, an emotionally, spiritually, intellectually balanced teacher is need of the hour. So, a teacher should know his own emotion and attributes of students in the teaching learning process. It is expected that the findings of the study will through new light in teacher's perspective towards self, students and the teaching learning process as well.

#### Definitions of key terms:

**Emotional Intelligence** - According to Danial Goleman (1995) "Emotional Intelligence is a set of skills, attitudes, abilities and competencies that determine the individual's behavior, reaction, state of mind, coping style and communication style,"

**Spiritual Intelligence** - Comes from the Latin word 'Spiritus, Spiritual Intelligence is the multiple ways of knowing for the interrogations of the inner life of mind and spirit with the outer life of work in the world.

**General Intelligence** – Intelligence is a general capacity for comprehension and reasoning that manifests itself in various ways.

#### Hypotheses of the study:

1. There exists no significant difference in the emotional intelligence, general intelligence and spiritual intelligence of male and female B.Ed. students.
2. There exists no significant relationship between emotional intelligence and general intelligence of the B.Ed. students.
3. There exists no significant relationship between emotional intelligence and spiritual intelligence of the B.Ed. students.

#### Review of the related Literature:

Mayor and Salovey (1997) observed that the correlation between different abilities that define emotional intelligence and the general intelligence quotient are very low and non significant. G.Giri (2004) studied about the relation between emotional intelligence and general intelligence. Ferrandiz Carmen and others (2005) found that there is no relationship between the emotional intelligence and the multiple intelligence as conceptualized by Gardner. V. Vandana and Patil B.A.(2010) studied Emotional Intelligence among student teachers in relation to General Intelligence and Academic achievement and found no significant relationship between EI and GI. Mahajan Monica (2011) studied about Academic Achievement in relation to Emotional Intelligence and Spiritual Intelligence and found that boys and girls do not differ significantly in their Spiritual Intelligence. There exists positive and significant relation between Emotional Intelligence (EI) and Spiritual Intelligence (SI). Singh Jogesh and Sharma Ratna (2012) studied about the relationship between General In-

telligence, emotional intelligence, Stress level and Stress activity. It has been observed that no such studies are conducted on emotional intelligence in relation to general intelligence and spiritual intelligence of B. Ed Students.

#### Delimitation of the study:

The finding of the study is limited to the six selected B.Ed. Colleges of Rural Kamrup.

**Method:** Descriptive survey method has been used to conduct the study.

**Sample:** The sample consists of 100 B.Ed. students studying in the B.Ed. Colleges of rural Kamrup in the session 2013-14.

#### Tools Used in the study:

1. Emotional Intelligence Test (Likert type 5 point Scale) consisting 30 statements based on Goleman's competence based theory of Emotional Intelligence, developed by the investigator.
2. Test of General Intelligence (TGI) developed by Dr. S.K. Paul and Dr. K.S. Misra consists of 60 items .
3. Spiritual Intelligence Assessment (30 statements) developed by William Frank Diedrich.

**Design and Procedure of the study:** The data collection tools were tried out on a sample of 30 B. Ed. Students for testing its reliability. After necessary permission the Emotional Intelligence Appraisal, Test of General Intelligence and Spiritual Intelligence Test were administered to 100 B.Ed. students visiting personally. The data collected were tabulated and statistical tools were applied for the total sample. Statistical Techniques: Calculation of Mean, Standard deviation,  $t'$  distribution and product moment co-efficient of correlation.

#### Analysis and Interpretation of Data:

Measurement of Emotional Intelligence, General intelligence and Spiritual intelligence

**Table 1: Mean, SD and t of emotional intelligence, General intelligence and Spiritual intelligence for male and female B.Ed. students**

| Variable               | Total sample | N   | Mean  | SD    | t    | Level of significant |
|------------------------|--------------|-----|-------|-------|------|----------------------|
| Emotional Intelligence |              | 100 | 80.11 | 11.20 | 1.05 | No significant       |
|                        | Male         | 50  | 79.14 | 10.25 |      |                      |
|                        | Female       | 50  | 81.61 | 12.96 |      |                      |
| General intelligence   |              | 100 | 31.85 | 10.67 | 0.09 | Not significant      |
|                        | Male         | 50  | 32.27 | 10.90 |      |                      |
|                        | Female       | 50  | 31.43 | 10.45 |      |                      |
| Spiritual intelligence |              | 100 | 78.25 | 8.44  | 1.63 | Not significant      |
|                        | Male         | 50  | 72.20 | 11.19 |      |                      |
|                        | Female       | 50  | 75.68 | 10.23 |      |                      |

#### Objective1.1 Measurement of Emotional intelligence

From the table, it is observed that the mean and standard deviation of emotional intelligence for total sample B.Ed. students 80.11 with SD 11.20 are of average level and the calculated t value (1.05) is not significant at .05 level of significance though female students scored slightly higher than male students in their mean emotional intelligence. Hence, the null hypothesis is accepted and concluded that there is no significant difference in emotional intelligence of male and female B. Ed. Students.

**Objective 1.2: Measurement of General intelligence**

From the table, it is observed that the mean and standard deviation of general intelligence for total sample 31.85 with SD 10.67 are of average level and the calculated t value (.09) is not significant at .05 level of significance though male B. Ed. Students scored slightly higher than female students in TGI. Hence, the null hypothesis is accepted and concluded that there is no significant difference in general intelligence of male and female B. Ed. Students.

**Objective 1.3: Measurement of Spiritual intelligence**

From the table, it is observed that the mean and standard deviation of spiritual intelligence for total B.Ed. students is 80.11 with SD 11.20 are of average level and mean score of male and female B.Ed. students indicates that the calculated t value (1.05) is not significant at .05 level of significance though female students scored slightly higher than male students in their mean spiritual intelligence. Hence, the null hypothesis is accepted and concluded that there is no significant difference in the spiritual intelligence of male and female B. Ed. Students.

**Table 2 Correlation between emotional intelligence and general intelligence, emotional intelligence and spiritual intelligence of B. Ed. Students (N=100)**

| Variables | N   | df | r     | Level of significance |
|-----------|-----|----|-------|-----------------------|
| EI and GI | 100 | 98 | 0.206 | Not significant       |
| EI and SI | 100 | 98 | .052  | *significant at .05   |

From the table it is found that the value of  $r = 0.052$  is not significant at 0.05 level of significance. Hence, the null hypothesis is accepted and it is concluded that there is no significant relationship between emotional intelligence and general intelligence of B. Ed. Students. The finding of the study is in tune with the observation of the study conducted by Vandana V. Jadav & Patil B. Ajay.

From the table it is also found that the value of  $r = 0.206$  is significant at 0.05 level of significance. Hence, the null hypothesis is rejected and it is concluded that there is significant relationship between emotional intelligence and spiritual intelligence of B. Ed. Students.

**Major Findings Of the study-**On the basis of analysis of data, it is concluded that-  
The level of emotional intelligence, general intelligence and spiritual intelligence of the B. Ed students are average.

There exist no significant differences in the level of emotional intelligence, general intelligence and spiritual intelligence between the male and female B. Ed. Students.

There is no significant relationship between emotional intelligence, general intelligence of the B. Ed. Students.

There is significant positive relationship between emotional intelligence, spiritual intelligence of the B. Ed. Students.

**Educational Implication:**

Average level of the emotional intelligence, general intelligence and

Spiritual intelligence of the B. Ed. Students signifies that student teachers should know the causes of this and try to improve their level of these capabilities.

Intelligence exists irrespective of sex of the students. If

girls were provided with better facilities, opportunities and guidance they can excel in their performance.

Emotional Intelligence can be learned and gradually developed. So, the emotional literacy programme should be organized for student teachers.

Though there is no significant relationship between Emotional Intelligence and general intelligence, general intelligence can be fully developed and utilized by developing one's Emotional Intelligence.

As emotional intelligence and spiritual intelligence is positively related, students should be provided emotional security and spiritual knowledge in home itself that may be more developed in school environment.

**Conclusion:**

EI (EQ), GI (IQ), SI (SQ) each of these quotients have great relevance and they contribute significantly in attaining the multidimensional goals of excellence in every walk of life, particularly in the field of education. Knowledge acquired by IQ easily be overtaken by emotional stress, conflict and violence, unless EQ is integrated with IQ. Similarly, without SQ, significant contribution in terms of values, norms, perspective and attitudes is not possible. It is our attitude that finally decides and defines our success. In this 21<sup>st</sup> century, many of us live in piecemeal, not as single unit, neither integrated nor connected. Living as one unique piece with all these three Qs only, lead us to success, peace and joy, and ultimately to excellence in every walk of life.

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