



Emotional Competence among Prospective Teachers in Relation to their Spiritual Intelligence

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ABSTRACT

The study was undertaken with the purpose to study the Emotional competence among prospective teachers in relation to their spiritual intelligence. The sample comprised 100 prospective teachers were selected by random sampling technique from Government College of Education, Sector-20 D, Chandigarh and Dev Samaj College of Education Sector 36-B, Chandigarh. Emotional Competence Scale by Dr. H.C. Sharma and Dr. R.L. Bharadwaj (2007) & Spiritual Intelligence Test by Prof. Roquiya Zainuddin and Ms. Anjum Ahmed (2001) was applied, to collect the data 't' test was applied. The main findings of the study indicated a significant difference in emotional competence and spiritual intelligence of prospective teachers studying in government and private colleges.

Key words: prospective teachers, emotional competence, spiritual intelligence, government, private,colleges.

INTRODUCTION

In every system of formal education, teachers hold a pivotal position. The effectiveness of the system depends upon the quality of teachers. The role played by teachers becomes a very important component and in fact it can be said that they are in a way our nation builders. Teachers do influence the personality of student.

The prospective teachers should be made efficient enough to handle problems and stress. An individual will be able to maintain his spiritual intelligence only if he is emotionally secured and stable. There is a general assumption that more intelligent students will make better teachers. Intelligence is understood to be mental energy available within an individual which enables him to cope with his environment. Intelligence promotes an individual's towards excellence and achievement. Achievement refers to the quality and quantity of learning that helps in the attainment of success in a specific field or profession.

Emotional Competence

Emotional Competence is the maturity at the emotional level that is very essential in human life. According to Stump, "a person will be called emotionally mature when he is able to express proper emotions in proper situations, express it in proper quality. An emotionally mature individual has confidence to face reality, respect for one's own integrity, and has self-control even in upsetting situations. Emotional competence is also referred to as "emotional intelligence", "emotional quotient" and "successful intelligence", determining our ability to effectively and successfully lead our lives.

According to Sharma and Bhardwaj (2005) emotional competence is the efficiency that an individual acquires to deal with emotional situations effectively. It works as a constructive force in shaping the individuals behavior.

Spencer & Spencer (2003) found that achievement orientation component of emotional competence that most strongly sets apart superior and average executives and show the different between their potentialities and abilities

Spiritual Intelligence

Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence is more than individual's mental ability. In addition to self- also implies awareness of spirit as the ground of being or as the creative life force of evolution.

Sisk (2008) defines spiritual intelligence as a set of mental capacities which contributes to the awareness, integration and adaptive application of the non material and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states.

Ke-ping, Xin-Juan (2009) studied spiritual intelligence of nurses in two Chinese social system: A cross-sectional comparison study and also concluded that this study open doors to dialogue about and a better understanding of nurses spiritual intelligence in Taiwan and China.

REVIEW OF RELATED LITERATURE

Ke-ping, Xin-Juan (2009) studied spiritual intelligence of nurses in two Chinese social system: A cross-sectional comparison study and also concluded that this study open doors to dialogue about and a better understanding of nurses spiritual intelligence in Taiwan and China.

Shabani, Hassan, Ahmad & Baba (2010) examined whether, spiritual intelligence and emotional intelligence can be considered as predictor for mental health and also tested the moderating effects of age on the relationship of spiritual and emotional intelligence with mental health among high school students. The result demonstrated that mental health can be influenced by spiritual and emotional intelligence. In addition, the moderated effect of age on the relationship of spiritual and emotional intelligence with mental health was not found.

Moosai, et al (2011) studied relationship between parenting styles and spiritual intelligence and also concluded that authoritative parenting style had a positive and significant relationship with spiritual intelligence but authoritarian and neglecting parenting styles had negative and significant relationship. Permissive parenting style had no significant relationship.

Zizek, Potocnik & Berg (2012) studied the connection between the psychic well-being and spiritual intelligence as factors of a requisitely holistic management and concluded that spiritual intelligence positively influences psychic well-being, which combines psychological and subjective well-being and model of self-determination and that contemporary holistic management should be based on well-being and hence also on spiritual intelligence.

SIGNIFICANCE OF THE PROBLEM

In the recent years, colleges of education have become increasingly concerned with the problem of aiding prospective teachers in the development of emotional competence. Emotional competence is an essential aspect of human life. Emotionally competent individuals have confidence to face society, tackle the problems properly and well developed in discriminating power to make appropriate decisions about his personal life. Emotionally competent person has well-developed emotional abilities and they utilize this to the fullest extent. Psychological well-being of a person is affected by many factors including their personal growth, self acceptance, autonomy, positive relationships, emotional competence, spiritual intelligence, purpose in life etc. Out of all these factors emotional competence and spiritual intelligence are important determiners of a teacher. Teachers with a passion for teaching are those who are committed, enthusiastic and intellectually, emotionally and spiritually energetic in their work with children, young people and adults alike. Teachers do influence the personality of students. Their emotional, intellectual, social and spiritual realms have profound influence on the development of children. Emotionally and spiritually mature teachers can deal with the emotional and spiritual needs of the students in a better way. Teachers with well developed emotional and spiritual skills are more likely to be effective in their lives, mastering the habits of mind that foster their own productivity. These are not only required for the progress of a society but also for development of a country as a whole. Therefore the present study is titled, “Emotional competence among prospective teachers in relation to their spiritual intelligence”.

Objectives

1. To compare emotional competence among prospective teachers studying in government and private colleges.
2. To assess the emotional competence level of married and un-married prospective teachers.
3. To compare spiritual intelligence among prospective teachers studying in government and private colleges.
4. To compare spiritual intelligence among married and un-married prospective teachers.
5. To compare emotional competence among prospective teachers with high and low spiritual intelligence

Hypotheses

1. There exists no significant difference in emotional competence of prospective teachers studying in government and private colleges.
2. There exists no significant difference in emotional competence of married and un-married prospective teachers.
3. There exists no significant difference in spiritual intelligence among prospective teachers studying in government and private colleges.
4. There exists no significant difference in spiritual intelligence among married and un-married prospective teachers.
5. There exists no significant difference in emotional competence among prospective teachers with high and low spiritual intelligence.

Design of the study

The design of study is the detailed procedure of testing the hypothesis and analyzing the obtained data.

The research design may be thus defined as the sequence of those steps taken ahead of time to ensure that relevant data in way that permit objective analysis of the different hypothesis formulated with respected with respect to the research problem.

In the present study descriptive survey method was employed to collect the data. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of the

phenomena and whenever possible to draw valid general conclusion. This method is not merely gathering of data but interprets meaning and significance of what is described. Involves existing evidences thereby involves measurements, classification, interpretation and evaluation.

Sample of the study

A sample of 100 prospective teachers was selected by random sampling technique from Government College of Education, Sector-20 D, Chandigarh and Dev Samaj College of Education Sector 36-B, Chandigarh

According to Best, “A sample is small proportion of population selected for description and analysis which represents all traits and characteristics of population.”

Tools used

In accordance with the objective of this study and to test the hypothesis following tools would be used.

1. Emotional Competence Scale constructed and standardized by Dr. H.C. Sharma and Dr. R.L. Bharadwaj (2007) and published by Taj Basai, Agra.
2. Spiritual Intelligence Test constructed and standardized by Prof. Roquiya Zainuddin and Ms. Anjum Ahmed (2001) and published by National psychological corporation, Agra.

Statistical Techniques Used

The obtained data was analyzed using mean, standard deviation and t-test

Hypothesis-I

The hypothesis1 namely as, “There exists no significant difference in emotional competence of prospective teachers studying in government and private colleges.” was verified by calculating t-value as shown in the table.

Table 1: Mean S.D & t-value of the Emotional Competence of the Government and Private College Prospective Teachers.

Emotional Competence	N	M ₁	M ₂	SD ₁	SD ₂	t-value	Level of significance
Total	50	96.40	91.36	25.95	20.32	1.081	Not Significant

Table (1) reveals that the mean of the scores of government colleges was found to be 96.40 and S.D. as 25.95, and the mean of the scores of private colleges was found to be 91.36 and S.D. was 20.32. The calculated t-value was found to be 1.081, which is not significant. So this shows that there was no significant difference in all dimensions of emotional competence of prospective teachers of Government and Private Colleges.

Hypothesis-II

The hypothesis2 namely as, "There exists no significant difference in Emotional Competence of married and un-married prospective teachers." was verified by calculating t-value as shown in the table.

Table 2: Mean S.D & t-value of the Emotional Competence of married and un-married prospective Teachers.

Married/Un-married	N	M ₁	M ₂	SD ₁	SD ₂	t-value	Level of significance
Total	50	94.58	93.18	24.83	21.96	0.299	Not Significant

Table (2) reveals that the mean of the scores of married prospective teachers was found to be 94.58 and S.D. as 24.83, and the mean of the scores of un-married prospective teachers was found to be 93.18 and S.D. was 21.96. The calculated t-value was found to be .299, which is not significant. So this shows that there was no significant difference in all dimensions of emotional competence of married and un-married prospective teachers.

Hypothesis-III

The hypothesis3 namely as, "There exists no significant difference in spiritual intelligence among prospective teachers studying in government and private colleges." was verified by calculating t-value as shown in the table.

Table 3: Mean S.D & t-value of the Spiritual Intelligence of the Government and Private College**Prospective Teachers.**

Spiritual Intelligence	N	M₁	M₂	SD₁	SD₂	t-value	Level of Significance
Total	50	247.56	171.60	68.02	58.79	5.974	Significant at both levels.

Table (3) reveals that the mean of the scores of prospective teachers of government colleges was found to be 247.56 and S.D. as 68.02, and the mean of the scores of prospective teachers of private colleges was found to be 171.60 and S.D. was 58.79. The calculated t-value was found to be 5.974, which is significant. So this shows that there was significant difference in all dimensions of spiritual intelligence of prospective teachers of Government and Private Colleges.

Hypothesis-IV

The hypothesis4 namely as, "There exists no significant difference in Spiritual Intelligence among married and un-married prospective teachers." was verified by calculating t-value as shown in the table.

Table 4: Mean, S.D & t-value of the Spiritual Intelligence of married & un-married Prospective Teachers

Married/Un-married	N	M₁	M₂	SD₁	SD₂	t-value	Level of Significance
Total	50	190.20	228.96	60.37	81.34	2.706	Significant at 0.05 and Not Significant at 0.01.

Table (4) reveals that the mean of the scores of married prospective teachers was found to be 190.20 and S.D. as 60.37, and the mean of the scores of un-married prospective teachers was found to be 228.96 and

S.D. was 81.34. The calculated t-value was found to be 2.706, which is significant at 0.05 level, stands rejected and not significant at 0.01 level.

Hypothesis-V

The hypothesis5 namely as, “There exists no significant difference in emotional competence among prospective teachers with high and low spiritual intelligence.” was verified by calculating t-value as shown in the table.

Table 5: Mean, S.D & t-value of the Emotional Competence with high and low Spiritual Intelligence

Emotional Competence	N	M ₁	M ₂	SD ₁	SD ₂	t-value	Level of significance
Total	27	96.33	92.48	24.41	19.53	0.640	Not Significant

Table (5) reveals that the mean of the scores of high spiritual intelligence among prospective teachers was found to be 96.33 and S.D. as 24.41, and the mean of the scores of low spiritual intelligence among prospective teachers was found to be 92.48 and S.D. was 19.53. The calculated t-value was found to be 0.640, which is not significant. So this shows that there was no significant difference in all dimensions of emotional competence with high or low spiritual intelligence among prospective teachers.

Educational Implication

The findings of this study have various implications for prospective teachers.

1. Various activities can be introduced to reduce the emotional instability of prospective teachers.
2. The findings of the study will help the teacher to understand various factors which affects the emotional competence of prospective teachers.
3. The findings of the study will help the teacher to understand various factors which affects the spiritual intelligence of prospective teachers.
4. It helps the prospective teachers to develop friendly attitude and listening skills so as to reduce the emotional stability.

5. This study will help college principals, teachers and administrators to understand the prospective teachers in a better way.
6. This study will further help them to find out the causes of certain undesirable behavior which leads to low or high emotional stability and spiritual intelligence.

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