

A STUDY OF SPIRITUAL INTELLIGENCE OF THE PRE-SERVICE TEACHERS AT THE SECONDARY STAGE IN RELATION TO SELF ESTEEM AND EMOTIONAL MATURITY

By

KEERTI VIBHA

Assistant Professor, Lovely Professional University, Phagwara.

ABSTRACT

The study was conducted on a sample of 500 B.Ed. teacher trainees from School of Education, Lovely Professional University, Phagwara. Spiritual Intelligence and its dimensions of Transcendence, Interconnectedness, Expansion of Self, Extrasensory Perception and Existential Enquiry were taken up as dependent variables and whereas Self Esteem and Emotional Maturity were taken as independent variables. Each independent variable was varied at two levels- Low and High. The results of ANOVA showed that Low and High Self Esteem groups exhibited significant differences on the variables of Transcendence, Interconnectedness, Expansion of Self, Extrasensory Perception and Total Spiritual Intelligence in favour of High Self Esteem group, whereas no differences were exhibited between two groups of Low and High Self Esteem on the variable of Existential Enquiry. In case of Emotional Maturity groups-Low and High, the differences were found significant on the variables of Transcendence, Expansion of Self, Extrasensory Perception and Total Spiritual Intelligence in favour of Low Emotional Maturity and no significant differences were found on the variables of Interconnectedness and Existential Enquiry. The double interaction effects of the variables of Self Esteem and Emotional Maturity were not significant on Spiritual Intelligence and all its dimensions.

Keywords: Spiritual Intelligence, Self Esteem, Emotional Maturity.

INTRODUCTION

Spiritual Intelligence is the human capacity to ask ultimate questions about the meaning of life and to experience simultaneously the seamless connection between each of us and the world in which we live. According to Sisk and Torrance (2001), Spiritual Intelligence is the ability to use a multi-sensory approach to problem solving and to learn to listen to your inner voice. According to Wolman (2003), each of us possesses Spiritual Intelligence and we have the capacity to think with our souls. Spiritual Intelligence can be defined against or observed through some criteria, such as truthfulness, compassion, respect for all, levels of consciousness, constructive empathy, a sense of being a player in a large generosity of spirit and action, a seeking of being 'in tune' with or 'in synch' with the universe, and being comfortable with being alone without being lonely. Spiritual Intelligence can make us more spiritually intelligent about religion and can put in touch with the meaning and

essential spirit behind all great religions.

Self Esteem

The most broad and frequently used definition of self-esteem in psychology is Rosenberg's (1965), who described it as a favorable or unfavorable attitude towards the self. Self-esteem is an extremely popular construct within psychology, and this has been related to virtually every other psychological concept or domain, including personality (e.g. shyness), behavioral (e.g. task performance), cognitive (e.g. attribution bias), and clinical concepts (e.g. anxiety and depression). Self esteem is widely used concept both in popular language and in psychology. It refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes or likes him or herself (Blascovich & Tomaka, 1991).

Emotional Maturity

A person is said to be emotionally mature when he feels

proper emotion in a proper situation and expresses it in a proper quantity. An emotionally mature person has adequate self-concept. He uses his physical and mental abilities to the fullest extent. He gains the ability to resolve conflicts in realistic ways along with it there is realism in their emotional experiences. They can participate creatively in their environment. They have ability to love beyond oneself and be compassionate with others. An emotionally mature person can tolerate isolation and periodically review his hopes and aspirations.

Golesman, Boyatzis and Mickee (2002) have grouped the large collection of skills of Emotional Intelligence (EQ) into four quadrants- Self Awareness, Self Management, Other awareness and Relational Skills. Their research shows that emotional self awareness skills must be developed before the other skills can develop and these skills are vital for personal and business success.

Goleman's (1995) research on Emotional Intelligence, based primarily on intrapersonal and interpersonal intelligence, indicates that success in many areas of life depends on emotional skills as much as on cognitive capacities. Emotional intelligence includes self-awareness and self – control, as well as the ability to get along well with others. Getting along with others implies an ability to listen, to communicate, to accept feedback and to be emotional with different points of view.

Wigglesworth's (2006) simple Model of four Intelligences describes only four intelligence- Physical Intelligence, Linguistic and conceptual skill development(IQ), Emotional intelligence(EQ) and Spiritual Intelligence(SI). According to his study, SI and EQ are related to each other. We need some basics of EQ to even successfully start our spiritual growth. Some degree of self awareness and empathy is an important foundation. Then as our spiritual growth unfolds, there would be strengthening of EQ skills, which would further reinforce and assist the growth of SI skills.

The present study was conceived in the context of the non - availability of the studies pertaining to the effect of the variables of Self Esteem and Emotional Maturity on

Spiritual Intelligence and its dimensions in northern region in general and Lovely Professional University, Phagwara in particular.

Objectives

The present study has been conducted keeping in mind the following objectives:

- To study the differences between Low and High Self Esteem groups of Pre Service Teachers at the Secondary Stage on Spiritual Intelligence and its dimensions are given below:
 - a. Transcendence
 - b. Interconnectedness
 - c. Expansion of self
 - d. Extrasensory Perception
 - e. Existential Inquiry
- To find out the differences between Low and High Emotional Maturity groups of Pre-Service Teachers Secondary Stage on the Spiritual Intelligence and its dimensions are given below:
 - a. Transcendence
 - b. Interconnectedness
 - c. Expansion of self
 - d. Extrasensory Perception
 - e. Existential Inquiry
- To study the double interaction effects of the variables of Self Esteem and Emotional Maturity on the Spiritual Intelligence and its dimensions in respect of the Pre Service Teachers at the Secondary Stage.

Hypotheses

The following hypotheses were formulated for the conduct of the present study:

- There will be no significant differences in the mean scores of Low and High groups of Self Esteem of Pre Service Teachers Secondary Stage on Spiritual Intelligence and its dimensions.
- There will be no significant differences in the mean scores of Low and High groups of Emotional Maturity of Pre Service Teachers Secondary Stage on Spiritual Intelligence and its dimensions.

- There will be no significant two way interaction effects between Self Esteem and Emotional Maturity on Spiritual Intelligence and its dimensions of Pre Service Teachers Secondary Stage.

Method

'Descriptive Survey Method of Research' was adopted to conduct the present study.

Design

In this study 2 × 2 factorial design was used. The purpose of the study was so as to examine the effects of Self Esteem and Emotional Maturity on the Spiritual Intelligence and its dimensions of Pre-service teachers at the Secondary Stage. In the present study, the independent variables were Self Esteem and Emotional whereas Spiritual Intelligence and its dimensions were the dependent variable.

Each of the Independent variables was studied at two levels. The two levels of Self Esteem were Low Self Esteem group and High Self Esteem group, the levels of Emotional Maturity were Low Emotional Maturity and High Emotional Maturity.

Sample

In the present study the population consisted of 500 Pre Service Teachers at Secondary level from the School of Education, Lovely Professional University, Phagwara. The entire population was taken up for the study. Thus the sample in the present context stands for the entire population of the B.Ed. students of School of Education, Lovely Professional University, Phagwara. Out of the population of 500 students, multistage sampling was done as detailed below:

The tool of self Esteem was administered to the Pre Service Teachers and Low and High groups of Self Esteem were formed in accordance to the requirements of Kelley's (1939) criterion by taking Bottom 27% and Top 27% students representing the Low and High Self Esteem groups respectively.

In the second stage, the Emotional Maturity Scale was administered and two further groups out of the earlier groups (Low and High Self Esteem) based on Emotional Maturity were formulated. This further grouping was also

based on Kelley's (1939) consideration of taking top and bottom 27% teacher trainees as forming High and low Emotional Maturity groups.

Thus, in all there were 4 treatment groups formed as per requirement of the 2 × 2 factorial design.

Statistical techniques used

- Descriptive statistical measures like mean and standard deviation were used in order to describe the nature of the sample taken.
- Inferential statistics like one way and two way ANOVA were employed for the purpose of inferential analysis.

Tools

The investigator used the tools of Spiritual Intelligence Scale developed by Khurana (2010), Self Esteem Inventory by Stanley Coopersmith (1975) and Emotional Maturity Scale prepared by Yashvir Singh and Mahesh Bhargava (1977) for the data collection.

Analysis and Interpretation of data

Table 2 reveals that the F ratio of main effect of Self Esteem on Transcendence is significant at .05 level and in favour of High Self Esteem group and F ratio of main effect of Emotional Maturity on Transcendence is significant at .05 level and in favour of Low Emotional Maturity group.

	Self Esteem		Emotional Maturity					
	Low	High	Low	High				
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Transcendence	42.63	6.103	44.88	5.919	44.62	6.147	41.70	6.119
Interconnectedness	36.33	7.732	38.88	6.255	38.39	5.269	35.74	4.938
Expansion of Self	74.54	11.580	77.61	13.555	81.03	10.004	73.66	10.667
Extrasensory Perception	26.27	5.215	26.99	3.670	28.27	4.291	25.53	5.831
Existential Enquiry	33.57	5.418	34.39	3.894	34.70	5.158	33.64	5.220
Spiritual Intelligence	213.35	23.874	222.76	20.207	227.01	21.131	210.27	24.600

Table 1. Mean and S.D. of Various groups

Source	Type III Sum of Squares	df	Mean Squares	F	Level of Significance
Self Esteem	124.694	1	124.694	4.010	.05
Emotional Maturity	117.361	1	117.361	3.775	.05
Self Esteem* Emotional Maturity	.694	1	.694	.022	Not Significant
Error	4353.000	140	31.093		

Table 2. Summary Table of ANOVA for main and interaction effect of variables of Self Esteem and Emotional Maturity on the dimension of Transcendence

There is no significant interaction effect of Self Esteem and Emotional Maturity on the dimension of Transcendence.

Table 3 shows that the main effect of Self Esteem on Interconnectedness is significant at .01 level and in favour of High Self Esteem group. The main effect of Emotional Maturity on Interconnectedness is not significant. And there is no significant interaction effect of Self Esteem and Emotional Maturity on the dimension of Interconnectedness.

Table 4 depicts that the main effects of Self Esteem on Expansion of Self is significant at .01 level and in favour of High Self Esteem group and main effects of Emotional Maturity on Expansion of Self is also significant at .01 level and in favour of Low Emotional Maturity group. Hence there is no significant interaction effect of Self Esteem and Emotional Maturity on the dimension of Expansion of Self.

Table 5 shows that the main effect of Self Esteem on Extrasensory Perception is significant at .05 level, in favour

Source	Type III Sum of Squares	df	Mean Squares	F	Level of Significance
Self Esteem	266.778	1	266.778	9.483	.01
Emotional Maturity	53.778	1	53.778	1.912	Not Significant
Self Esteem* Emotional Maturity	14.694	1	14.694	.522	Not Significant
Error	3938.500	140	28.132		

Table 3. Summary Table of ANOVA for main and interaction effect of variables of Self Esteem and Emotional Maturity on the dimension of Interconnectedness

Source	Type III Sum of Squares	df	Mean Squares	F	Level of Significance
Self Esteem	1540.563	1	1540.563	13.737	.01
Emotional Maturity	2997.563	1	2997.563	26.729	.01
Self Esteem* Emotional Maturity	22.563	1	22.563	.201	Not Significant
Error	15700.250	140	112.145		

Table 4. Summary Table of ANOVA for main and interaction effect of variables of Self Esteem and Emotional Maturity on the dimension of Expansion of Self

Source	Type III Sum of Squares	df	Mean Squares	F	Level of Significance
Self Esteem	70.840	1	70.840	3.979	.05
Emotional Maturity	237.674	1	237.674	13.349	.01
Self Esteem* Emotional Maturity	5.063	1	5.063	.284	Not Significant
Error	2492.583	140	17.804		

Table 5. Summary Table of ANOVA for main and interaction effect of variables of Self Esteem and Emotional Maturity on the dimension of Extrasensory Perception

of High Self Esteem group. The main effect of Emotional Maturity on Extrasensory Perception is significant at .01 level and in favour of Low Emotional Maturity Group. And the F ratio of double interaction effects of Self Esteem and Emotional Maturity on the dimension of Extrasensory Perception that there is no significant interaction effect of Self Esteem and Emotional Maturity on the same dimension.

Table 6 reveals the main effects of Self Esteem and Emotional Maturity and double interaction of Self Esteem and Emotional Maturity on the dimension of Existential Enquiry is not significant.

Table 7 shows that the main effect of Self Esteem on Spiritual Intelligence is significant and in favour of High Self Esteem Group. The main effect of Emotional Maturity on Spiritual Intelligence is also significant at .01 level and in favour of Low Emotional Maturity group. And the F ratio of double interaction effects of Self Esteem and Emotional Maturity indicates that there is no significant interaction effect of Self Esteem and Emotional Maturity on the dimension of Total Spiritual Intelligence.

Thus, the first hypothesis determines that there will be no significant differences in the mean scores of Low and High groups of Self Esteem of Pre Service Teachers Secondary Stage on Spiritual Intelligence and its dimensions is accepted on the dimension of Existential Enquiry and is

Source	Type III Sum of Squares	df	Mean Squares	F	Level of Significance
Self Esteem	72.250	1	72.250	2.686	Not Significant
Emotional Maturity	.028	1	.028	.001	Not Significant
Self Esteem* Emotional Maturity	12.250	1	12.250	.455	Not Significant
Error	3765.222	140	26.894		

Table 6. Summary Table of ANOVA for main and interaction effect of variables of Self Esteem and Emotional Maturity on the dimension of Existential Enquiry

Source	Type III Sum of Squares	df	Mean Squares	F	Level of Significance
Self Esteem	7000.111	1	7000.111	13.515	.01
Emotional Maturity	7832.250	1	7832.250	15.125	.01
Self Esteem* Emotional Maturity	182.250	1	182.250	.352	Not Significant
Error	72510.944	140	517.935		

Table 7. Summary Table of ANOVA for main and interaction effect of variables of Self Esteem and Emotional Maturity on the dimension of Total Spiritual Intelligence

rejected on the variable of Spiritual Intelligence and its dimensions of Transcendence, Interconnectedness, Expansion of Self, Extrasensory Perception.

The second hypothesis shows that there will be no significant differences in the mean scores of Low and High groups of Emotional Maturity of Pre Service Teachers Secondary Stage on Spiritual Intelligence and its dimensions is partially accepted for the dimensions of Interconnectedness and Existential Enquiry and is rejected on the variable of Spiritual Intelligence and its dimensions of Transcendence, Interconnectedness, Expansion of Self, Extrasensory Perception.

The third hypothesis shows that there will be no significant two way interaction effects between Self Esteem and Emotional Maturity on Spiritual Intelligence and its dimensions of Pre Service Teachers Secondary Stage is accepted.

Findings

- The Low and High Self Esteem groups exhibit significant differences on the variables of Transcendence, Interconnectedness, Expansion of Self, Extrasensory Perception and Total Spiritual Intelligence and in favour of High Self Esteem group, whereas Low and High Self Esteem groups reveal no significant differences on the variable of Existential Enquiry.
- The Low and High Emotional Maturity groups exhibit significant differences on the variables of Transcendence, Expansion of Self, Extrasensory Perception and Total Spiritual Intelligence and in favour of Low Emotional Maturity group, whereas no significant difference is

observed on the variables of Interconnectedness and Existential Enquiry.

- There are no significant interaction effects of Self Esteem and Emotional Maturity on Spiritual Intelligence and all its dimensions.

References

- [1]. Blascovich, J., & Tomaka, S. (1991). Measures of self-esteem. In Robinson JP, Shaver PR, Wughtsman(Eds.) *Measures of personality and social psychological attitudes*, San Diego, CA1 .Academic Press.
- [2]. Coopersmith, S. (1975). Self Esteem Inventory. *Palo Alto*, Psychologists Press. Inc. 95-132.
- [3]. Goleman, D., Botyazis, R., and Mickee, A. (2002). *Primal Leadership*, Business School Press, Boston, Harvard.
- [4]. Golesman, D. (1995). Emotional Intelligence. New York: Bantam Books.
- [5]. Grey, A. (1998). The mission of art. Boston: Shambhala.
- [6]. Khurana, V. (2010). *Spiritual Intelligence Scale*, Ph.D. thesis submitted to Punjab University, Chandigarh.
- [7]. Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.
- [8]. Singh, Y., and Bhargava, M. (1977). *Emotional Maturity Scale (EMS)*, Agra: H.P. Bhargava Book House.
- [9]. Sisk, D. and Torrance P, (2001). *Spiritual Intelligence Developing Higher Consciousness Creative Education Foundation Press*, New York.
- [10]. Wolman, R.N. (2003). *Thinking with your soul: Spiritual Intelligence and why it matters*, Barnesandnoble.com.

ABOUT THE AUTHOR

Ms. Keerthi Vibha has done M.Sc. (Mathematics), M.Ed., M.Phil. (Education) and is presently at the report writing stage of Ph.D. (Education). She has more than 9 years of teaching experience in various schools, Colleges of Education and at university. She has guided four students for M.Ed. dissertations. She has presented papers in three National Seminars and attended one World Conference. She worked as an academic counsellor in the work shop for B.Ed. students at IGNOU study centre and as a resource person in the workshop conducted for NIT teachers for developing their teaching skills organized by Lovely Professional University, Phagwara.

