

SHIKSHA BODH

(The Journal of Education and Humanities)

A quarterly, peer-reviewed/refereed journal

ISSN: 3139-5880 IMPACT FACTOR: 6.50

VOLUME-1 | ISSUE-2 | April-June, 2026

A STUDY OF SPIRITUAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE OF B.Ed. PUPIL- TEACHERS

Kamna Dubey*

Dr. Shalini Singh**

***TGT Teacher, Directorate of Education Govt. of NCT, Delhi**

****Associate Professor, Department of Teacher Education V.M.L.G College, Ghaziabad**

Abstract

Education is a powerful weapon for the development of an individual in society. Education not only influences the knowledge but also shapes the personality and behavior of the students. Nowadays the teacher's position in the educational process is a dynamic facilitator. A teacher shapes students' intelligence, emotion and social attitude to modify their behavior according to the environment. It is expected from a teacher that he should fulfill the multiple responsibilities beyond providing classroom teaching. So this empirical study investigates the interrelationship between emotional intelligence and spiritual intelligence among B.Ed. Pupil-educators, while assessing SI and EI across demographic variables. After reviewing relevant literature, a descriptive research design was applied. The research treats independent variables (gender, family type, and locality) as independent variables, with spiritual intelligence and emotional intelligence serving as dependent variables. A sample of 80 B.Ed. pupil-teachers was drawn out through random and cluster sampling techniques from colleges in Ghaziabad affiliated with Chaudhary Charan Singh University, Meerut. The standardized scales developed by Santosh Dhar and Upinder Dhar (SIS), Dr. Subhash Sarkar and Samrat Sarkar (TIES) were used to investigate the objectives of the study. The findings conclude that while independent variables significantly affect emotional intelligence but not spiritual intelligence, a significant positive correlation exists between both intelligences. This research concludes that teacher-training programs must include spirituality and emotional intelligence as their curriculum. It will be a beneficial for the holistic development of the future generation. This research paper will be a

milestone for future studies.

Keywords: Spiritual Intelligence, Emotional Intelligence, Teacher Education, Teacher Educator, Pupil Teachers, B.Ed Students.

1. Introduction

The essential social virtue for humankind is education. Without it, man can't survive. There are three aspects of human life: biological, social, and spiritual. Man considered alone is not better than an animal in terms of his biological existence. The social aspect of human life which signifies his educational needs, and the spiritual aspect signify him as supreme and brings meaning to other aspects of life. The major responsibility which a teacher has is to maintain the quality of the nation and improve the nation's growth by providing efficient human capital. The citizens depend upon teachers for that purpose. Therefore it can be said that teachers are the social engineers who can create efficient human capital for the contemporary society. Teachers play an important role in social reconstruction and in the transmission of wisdom, knowledge, and experiences from one generation to another. Children are the potential proficient human capital. They can be developed as efficient human capital for the nation's growth. So, it is mandatory to provide holistic development to the child, with the help of the teachers who act as a powerful agency in transmitting its cherished values. The concepts of spiritual and emotional intelligence are to be clarified for deeper understanding of the entire framework.

Being spiritual is when we talk about the cosmos and the universe, and we ask questions regarding birth, death, the soul and divine powers, and when we focus on the moral values of beauty, love, and creativity.

The elements of spiritual intelligence are: Ability to utilise spiritual resources to solve problems, Ability to enter the highest states of consciousness, Ability to act in everyday activities and relationships with a sense of Sacredness and capacity for understanding of the physical and material world.

We can define emotional intelligence as understanding ,recognising and managing our own emotions and recognising and understanding how to influence the emotions of others. Researchers claim that there are four levels of emotional intelligence, which include: emotional perception, and the ability to reason for emotions, Ability to understand emotions, Ability to manage emotions.

A teacher is an artist who has a test as a tool in his/her hand to mould students'

behaviour. The teacher is a vital personality of society. He/she transmits the intellectual tradition and technical skills from generation to generation.

2. Definitions of key terms used:

- **Spiritual Intelligence** -Spiritual Intelligence is the ability to behave with wisdom and compassion while maintaining inner and outer peace regardless of the situation.
- **Emotional Intelligence**-The ability to perceive emotions to access and generate emotions to assist thinks, to understand emotions and to regulate emotions in ways that promote emotional and intellectual growth.
- **Teacher Education:** Teacher education is a program of formal and non-formal activities, which modifies an individual's knowledge, pedagogical theory and professional skills, so they can teach effectively in the classroom.
- **Teacher Educator:** The teachers who teach pupil teachers of different programmes of education considered as teacher educator.
- **Pupil Teachers**-The students who are studying in [B.Ed](#) and [D.El.ED](#) courses to become a teacher and a part of the training also observe classroom instruction or does closely supervise teaching in an elementary or secondary school.

3. **B.Ed Students** :A learner enrolled in bachelor of education program and studying the science, art and commerce. They practice for teaching.

4. Review of Related Literature:

A review of related literature elaborates the various previous researches in the similar field. It helps the researcher to look into the literature which has been already conducted by the researcher. George (2006) investigated the integration of emotional and spiritual intelligence in leadership and workplace dynamics, Amram& Dryer (2007) Developed the Integrated Spiritual Intelligence Scale, King (2008) Formulated the Spiritual Intelligence Self-Report Inventory, Kumar &Pragadeeswaran (2011) examined the interrelationship of EI and SI among higher education educators, Kaur (2013) Conducted an empirical study on B.Ed. pupil-teachers in india,

Rani, Abrol& Sharma (2014): Analysis the combined impact of EQ and SQ on occupational stress and job satisfaction among school educators, Hosseini et al. (2016): Evaluated university students and observed that both spiritual intelligence and emotional intelligence , Singhal (2018) Investigated demographic impacts on prospective teachers, Upadhyay& Mishra (2021)evaluated teacher resilience during the COVID-19 pandemic, finding that teachers endowed with higher SQ and EQ adapted significantly better to remote teaching,Kaur, S., & Singh, G. (2023). Exploring the relationship between emotional intelligence and spiritual intelligence among pupil-teachers in northern india.It is essential to review previous research conducted in a similar field. It gives an overview and helps the researchers to conduct new research in a similar field.

5. Objectives of the study:

The study has the following objectives:

1. To study the spiritual intelligence of [B.Ed](#) pupil teachers
2. To study the emotional intelligence of B.Ed. pupil Teachers.
3. To compare the spiritual intelligence of B. Ed. pupil teachers with respect to demographic variables such as: gender, type of families and their native places.
4. To compare the emotional intelligence of B.Ed. pupil teachers with respect to demographic variables such as: such as: gender, type of families and their native places.
5. To investigate the relationship between spiritual intelligence and the emotional intelligence of B.Ed. pupil teachers with respect to demographic variables such as: such as: gender, type of families and their native places.

6. Hypotheses of the study:

Following hypotheses were framed with respect to the objectives of the study:

H01: There is no significant difference between the spiritual intelligence of B.Ed. pupil teachers with respect to gender.

H02:There is no significant difference between the spiritual intelligence of B.Ed. pupil teachers with respect to their families.

H03: There is no significant difference between the spiritual intelligence of B.Ed. pupil teachers with respect to native places.

H04: There is no significant difference between the emotional intelligence of B.Ed. Pupil-teachers with respect to gender.

H05: There is no significant difference between the emotional intelligence of B.Ed. pupil teachers with respect to their families.

H06: There is no significant difference between the emotional intelligence of pupil-teachers based on their native places.

H07: There is no significant relationship between the spiritual intelligence and the emotional intelligence of male B.Ed. pupil -teachers.

H08: There is no significant relationship between the spiritual intelligence and the emotional intelligence of female B.Ed. pupil-teachers.

H09: There is no significant relationship between the spiritual intelligence and the emotional intelligence of B.Ed. Pupil-teachers.

7. Research Method used :

In the present study, according to the data and problem, a descriptive research method has been used. The researcher gathered, analysis and presented the collected data theoretically and statistically.

8. Population and Sample of the Study:

All B.Ed pupil teachers studying in Co-ed colleges affiliated with Chaudhry Charan Singh University, Meerut, with respect to independent variables- gender, socio-economic status, and their native places. Two colleges(1 from urban and 1 from rural areas) were selected through random sampling technique ,and then selected 80 students (40 male and 40 female)were selected through random cluster sampling from these two colleges.

9. Variables used in this study

There are different types of variables that a researcher often uses during research.

1. Independent variables : Gender, family type, and native places.
2. Dependent variables: Spiritual Intelligence and Emotional Intelligence

10. Tools Used for the study

A detailed account of the tools has been discussed below.

1. Spiritual Intelligence Scale, prepared by Santosh Dhar and UpinderDhar (2010) contains no. of items 53 and has been awarded the scores.
2. Teacher's Emotional Intelligence scale: Teacher's Emotional Intelligence scale: prepared by Dr. Subhash Sarkar and Samrat Sarkar (2019) has 40 items and was scored. The sum of all individual scores on 53 items and 40 items was calculated to find the overall spiritual quotient and recorded on the scoring sheets.

11. Statistical techniques used for data analyses:

Mean, standard deviation, T-test and Pearson's Product Moment Correlation Coefficient(r) were used to calculate the central tendency of scores.

11. Analysis and Interpretation of Data

- **Testing Hypothesis 1**

Table 1 showing difference between the Spiritual intelligence of Pupil- teachers with respect to Gender.

B.Ed. Pupil -teacher	N	Mean	Standard deviation	Df	T-value	At 0.05 level of significance
Female	40	223.72	14.64	78	1.38	1.99
Male	40	219.55	12.12	78		Not significant

Above table 1 shows that the mean and standard deviation scores of spiritual intelligence of female and male students were 223.72 & 14.64 and 219.55 & 12.12 respectively. Calculated t – value is 1.38 at 78 degrees of freedom is not significant at 0.05 level. Hence, the formulated null hypothesis that there is no significant difference between the spiritual intelligence of male and female pupil-teachers is accepted.

- **Testing Hypothesis 2**

Table 2- Shows the difference between the spiritual intelligence of pupil-teachers with reference to their families:

Family type of	N	Mean	Standard	Df	T-value	At 0.05 level of
----------------	---	------	----------	----	---------	------------------

Pupil - teachers			deviation			significance
Single	40	224.13	14.97	78	1.54	1.99
Joint	40	219.48	11.89	78		Not significant

Above table 2 shows that the mean and standard deviation scores of spiritual intelligence of single and joint families were 224.13 & 14.97 and 219.48 & 11.89 respectively. Calculated t –value is 1.54 at 78 degrees of freedom is not significant at 0.05 level. Thus, the spiritual intelligence of students living in joint and single families does not differ significantly. Hence, the null hypothesis is accepted.

● Testing Hypothesis 3

Table-3 Showing differences between the spiritual intelligence of pupil-teachers with reference to their native places.

Native places of Pupil - teachers	N	Mean	Standard deviation	Df	T-value	At 0.05 level of significance
Urban	40	222.53	16.37	78	0.73	1.99
Rural	40	220.52	10.48	78		Not significant

Above table 3 shows that the mean and standard deviation scores of spiritual intelligence of urban and rural areas were 222.53 & 16.37 and 220.52 & 10.48 respectively. Calculated t –value is 0.73 at 78 degree of freedom is not significant at 0.05 level. Thus, the null hypothesis, There is no significant difference between the spiritual intelligence of the pupil teachers with respect to native places is accepted.

Testing Hypothesis 4

Table- 4 Shows the difference between the Emotional intelligence of Pupil- Teachers with reference to gender.

Emotion al intellige nce of	N	Mean	Standard deviation	Df	t-value	At 0.05 level of significance
------------------------------------	----------	-------------	---------------------------	-----------	----------------	--------------------------------------

Pupil - teachers						
Female	40	159.85	10.42	78	3.22	1.99 Significant
Male	40	152.42	10.14			

Table 4 shows that the mean and standard deviation scores of emotional intelligence of female and male students were 159.85 & 10.42 and 152.42 & 10.14 respectively. Calculated t – value is 3.22 at 78 degrees of freedom is not significant at 0.05 level. Hence, the formulated null hypothesis that there is no significant difference between the emotional intelligence of female and male pupil-teachers is rejected.

- **Testing Hypothesis 5**

Table -5 showing comparison of the emotional intelligence of pupil-teachers with reference to their families:

B.Ed. Pupil - teacher	N	Mean	Standard deviation	Df	t-value	At 0.05 level of significance
Single	40	159.88	10.35	78	2.60	1.99 Significant
Joint	40	152.90	9.70			

Above table5 shows that the mean and standard deviation scores of spiritual intelligence of single and joint families were 159.88 & 10.35 and 152.90 & 9.70 respectively. Calculated t – value is 2.60 at 78 degrees of freedom is significant at 0.05 level. Thus, the spiritual intelligence of students living in joint and single families differ significantly. Hence, the null hypothesis is rejected.

- **Testing Hypothesis 6**

Table 6- Shows the difference between the spiritual intelligence of pupil-teachers with reference to their native places:

B.Ed. Pupil - teacher	N	Mean	Standard deviation	DF	t-value	At 0.05 level of significance
Urban	40	159.25	11.53	78	2.35	1.99 Not

Rural	40	153.15	10.81			Significant
-------	----	--------	-------	--	--	-------------

Above table 6 shows that the mean and standard deviation scores of spiritual intelligence of students living in urban and rural areas were 159.25 & 153.15 and 11.53 & 10.81 respectively. Calculated t –value is 2.35 at 78 degrees of freedom is not significant at 0.05 level. Hence, the null hypothesis that there is no significant difference between the spiritual intelligence of pupil-teachers with reference to their native places is rejected.

● Testing Hypothesis 7

Table -7 shows the correlation between the spiritual intelligence and the emotional intelligence of male B.Ed. pupil teachers.

Male Pupil - teachers	N	Mean	Standard Deviation	Variance	DF	Correlation	At 0.05 Level of significance
Emotional Intelligence	40	152.425	10.14	102.866	78	0.553	1.99 Extremely significant
Spiritual Intelligence	40	219.55	12.125	147.0231	78		

Above table 7 shows a positive correlation of 0.553 between the emotional intelligence and spiritual intelligence of male pupil teachers at 0.05 level of significance. The correlation R-values varies from -1 to +1. So, the calculated R-values shows a positive correlation that is extremely significant. Hence the null hypothesis that there is no significant relationship between emotional intelligence and spiritual intelligence of male B.Ed. pupil- teachers is rejected.

● Testing Hypothesis 8

Table -8 shows the correlation between the spiritual intelligence and the emotional intelligence of female B.Ed. pupil teachers.

Female Pupil -teachers	N	Mean	Standard deviation	Variance	Df	Correlation (r)	At 0.05 Level of Significance
Emotional	40	159.85	10.42	108.59	78		1.99

Intelligence						0.1311	Extremely significant
Spiritual Intelligence	40	223.72	14.64	214.35	78		

Above table 8 shows a positive correlation of 0.1311 between the emotional intelligence and spiritual intelligence of female pupil teachers at 0.05 level of significance. The correlation r-value varies from -1 to +1. So, the calculated R-values shows a positive correlation that is extremely significant. Hence the null hypothesis there is no significant relationship between emotional intelligence and spiritual intelligence of female B.Ed. pupil- teachers is rejected.

● Testing Hypothesis 9

Table -9 Showing Correlation between the spiritual intelligence and the emotional intelligence of B.Ed. pupil teachers:

B.Ed. Pupil -teachers	N	Mean	Standard Deviation	Variance	Df	Correlation	At 0.05 level of significance
Emotional intelligence	40	221.45	13.50	119.85	78	0.333	1.99 Positively Correlated
Spiritual Intelligence	40	156.5	10.50	184.22			

Above table 9 shows a positive correlation of 0.333 between the emotional intelligence and spiritual intelligence of B.Ed pupil teachers at 0.05 level of significance. The correlation r-value varies from -1 to +1. So, the calculated R-values shows a positive correlation that is extremely significant. Hence the null hypothesis there is no significant relationship between emotional intelligence and spiritual intelligence of B.Ed. pupil- teachers is rejected.

12. Major Findings of the study

Major findings of the study are as follows:

- The dependent variablespiritual intelligence, remained unaffected with respect to the gender of B.EdPupil-teacher.

- No significant difference was found in their spiritual intelligence with respect to their socioeconomic status and their native places.
- Female and male Pupil-Teachers show distinct levels of emotional intelligence. This dependent variable show clear variation based on gender.
- Emotional intelligence shows variation based on family structure their socioeconomic status.
- A moderate type of positive correlation was found between spiritual intelligence and emotional intelligence in male B.Ed. Pupil- teachers.
- A positive correlation was found between spiritual intelligence and emotional intelligence in B.Ed. Pupil- teachers.

14. Conclusion

In conclusion, this research is beneficial for teachers, heads of institutions, stakeholders, parents, and policymakers. Spiritual and emotional intelligence plays a significant role in one's life. A child's holistic development is only possible when every person related to the education system understands the importance of emotional and spiritual intelligence. Thus, this study helps them to understand and make policies and institutional environments as per the requirements of the learners.

16. References:

- Amram, Y., & Dryer, C. (2007). *The development and preliminary validation of the Integrated Spiritual Intelligence Scale (ISIS)*[Working paper]. Institute of Transpersonal Psychology.
- George, M. (2006). Higher ground: How spiritual intelligence can transform leadership and make the world a better place. *Strategic Direction*, 22(10), 3–5. <https://doi.org/10.1108/02580540610704989>
- Hosseini, M., Elias, H., Krauss, S. E., & Aishah, S. (2010). A review on spiritual intelligence, emotional intelligence and its relationship with academic success. *Procedia - Social and Behavioral Sciences*, 7, 396–403. <https://doi.org/10.1016/j.sbspro.2010.10.054>
- Kaur, M. (2013). Spiritual intelligence, emotional intelligence and teacher effectiveness among secondary school teachers. *International Journal of Education and Psychological Research (IJEPR)*, 2(3), 82–87.
- Kaur, S., & Singh, G. (2023). Exploring the relationship between emotional intelligence and spiritual intelligence among pupil-teachers in Northern India. *International Journal of Indian Psychology*, 11(2), 340–349.

- King, D. B. (2008). *Rethinking claims of spiritual intelligence: A definition, model, and measure*[Unpublished master's thesis]. Trent University.
- Koraishy, F., & Jahan, M. (2012). Emotional intelligence, spiritual intelligence, and well-being among educators. *Journal of the Indian Academy of Applied Psychology*, 38(2), 346–352.
- Kumari, P., & Sharma, A. (2018). A comparative study of emotional intelligence and spiritual intelligence of prospective teachers in relation to their gender and locale. *International Journal of Research in Social Sciences*, 8(6), 415–424.
- Rani, R., Abrol, S., & Sharma, S. (2014). Emotional intelligence, spiritual intelligence, and job satisfaction among secondary school teachers. *International Journal of Scientific and Research Publications*, 4(4), 1–6.
- Verma, S., & Tyagi, R. (2021). Emotional resilience, spiritual well-being, and professional stress among teacher trainees during COVID-19 pandemic. *Journal of Education and Pedagogy*, 13(1), 78–89.