

## **CHAPTER 1- INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

Education facilitates learning, or the acquisition of information, abilities, ideals, morals, beliefs, habits, and psychological growth. The first purpose of education was to transmit cultural information from one generation to the next. New ideas like learner freedom, critical analysis of the material being presented, contemporary skills, empathy, and complex vocational skills are increasingly being incorporated into educational goals today. Having said that, the subject of education today greatly benefits from spiritual intelligence. Self-efficacy views, according to Bandura (1997), direct behaviour and have generative, creative, proactive, and reflective effects on the mind. A conceptual subset of the self-efficacy theory known as teacher efficacy emphasises the practise of human agency, or the notion that people have some control over their own behaviour. He proposed that mastering experience, also known as enactive self-mastery, vicarious experience, also known as role-modelling, social or verbal persuasion, and arousal, or physiological and emotional states, are the origins of efficacy expectations.

The idea of teachers' self-efficacy has been the subject of recent pertinent study. Gibson and Dembo (1984) assert that teachers with high levels of self-efficacy are better able to keep students interested in learning activities while teachers with lower levels of self-efficacy experience a feeling of helplessness when dealing with challenging and unmotivated pupils. Bandura (1997) emphasised that the self-efficacy theory predicts that teachers who have a greater sense of efficacy put more effort into their interactions with students and stick with it longer even when they are difficult to teach. He concedes that teachers' sense of efficacy impacts their behaviour and pedagogical actions in a reciprocal manner. Furthermore, teachers with a high sense of self-efficacy believe they can reach even the most challenging students if they put in additional effort; in contrast, teachers with a low sense of self-efficacy lacked persistence and were critical in their feedback to students (Gibson & Dembo, 1984).

Self-efficacy is the conviction that one can act in a certain way to accomplish a particular task. It alludes to a person's confidence in their ability to achieve predetermined levels of performance and exert control over circumstances that have an impact on their lives. People who have a high level of self-efficacy see difficult problems as tasks to be accomplished, show greater interest in the activities they engage in, show greater dedication to their interests and pursuits, and bounce back from failures and disappointments more quickly. Teachers' aims and actions in the classroom are guided by their personal beliefs. Additionally, values can promote a person's feeling of self-efficacy and subjective well-being. Teachers' self-efficacy, or their confidence in their ability to successfully manage the responsibilities, demands, and challenges associated with their professional activity, has a significant impact on important academic outcomes (like student performance and motivation) and workplace wellbeing. It has been demonstrated that self-efficacy affects family relationships, learning and achievement, employment and job satisfaction, and physical and mental health. Interventions to boost self-efficacy within a particular group can boost that group's ability and resilience.

Spiritual intelligence can be found in some psychological theories, such as Maslow's (1908–1970) theory of needs hierarchy and learners' self-actualization, Vygotsky's (1896–1934) theory of social embedded learning and the ZPD that scaffolds learning, and Gardner's (1904–1990) theory of multiple intelligences. (1943-).

Another important theory that explains learning and has implications for SI is the sociocultural theory of Soviet psychologist Lev Vygotsky (1896–1934). According to this theory, social and cultural aspects are its primary components. According to Ratner (1991), Vygotsky presented the theory that intellectual development happened in two ways: first, through social interactions, which are shown to have occurred and are then shaped by cultural artefacts unique to each community system. Basically, Vygotsky thought that people's historical, cultural, and social relationships and interactions are what lead to their intellectual growth. Because learning occurs in both social and cultural contexts,

Vygotsky (1978) argues that to some degree, what is learned reflects these two entities, suggesting that discrepancies may be indicative of cultural limitations.

Vygotsky essentially argued for choices that came from "a socio historical point of view, of reaching beyond, of advancing the processes of human knowledge, in a sense, helping to form a new person." (Rosa, & Montero, 1990, p. 81). This development of a "new person" complements the SI ideals of existentialism and the creation of personal meaning that King has espoused. (2008).

Although Vygotsky did not explicitly mention spirituality, there are implication that incorporating the student's family's culture may improve learning. Ratner (1991), reiterating that religion and spirituality are social constructs, noted that "just as language, religion, and customs are not the accidental discovery of an individual, so all higher psychological functions are creations of the social community" (Ratner, 1991, p. 15). If that social culture is deeply spiritual, then Vygotsky's sociocultural embedded theory might be able to provide evidence for the idea that spiritual factors affect learning.

## **1.2 NEED AND SIGNIFICANCE OF THE STUDY**

When referring to the academic success of student teachers, the term "spiritual intelligence" refers to the favourable psychological traits that enable them to successfully complete their own commitment and learning during teaching practice, as well as the learning of their pupils. Emotion is a human experience with psychic, somatic, and behavioural components that are related to influence mood, and is correlated with personality, mood, temperament, and disposition. (Kaplan and Sadock, 1998). "Emotionally intelligent teachers are passionate about their students, their job, and their lives. Teachers who are emotionally stable display positive behaviour in all academic contexts, are more resilient in trying circumstances, and are less likely to show stress-related behaviours. Negative thinking and pessimism are prohibited. High emotional quotient teachers are aware of their own emotions and others' feelings, and they can effectively handle both. They are very good at building relationships. In the field of interdisciplinary knowledge known as teacher education, ideas and practical wisdom are continuously created in addition to the application of new core

subjects. When pursuing a holistic strategy to teaching, a teacher establishes a supportive emotional climate in the classroom. Thinking patterns, the ability to recognize, understand, and communicate one's emotions, as well as the decision to engage in successful behaviors, are all traits of emotionally healthy behaviour. Each teacher and pupil experiences and expresses emotion differently. Student teachers have the opportunity to get to know their students personally as they engage with the students, which calls for emotional intelligence. Candidates for teaching positions must have a high emotional quotient in order to handle students well. The study will concentrate on the emotional intelligence of student instructors as a consequence.

In addition to emotional intelligence, professional self-efficacy—which is the assessment of respectability an individual practises towards the career one has chosen—is another factor in a teacher's success and knowledge in her or his profession. (Aricak, 1999).

### **1.3 STATEMENT OF THE PROBLEM**

Self-efficacy, Emotional Intelligence, and Spiritual Intelligence are not new ideas in educational studies. Many academics have tried to look into the connections between students' backgrounds, cognitive and non-cognitive traits, self-efficacy, emotional intelligence, thinking and decision-making styles, and emotional intelligence. The intersection of these notions has not, however, been adequately explored in the contexts of both pre-service and in-service teacher education. Pre-service teacher preparation holds a unique and significant place in teacher education. Prospective teachers must be taught based on their Self-Efficacy, Emotional Intelligence, and Spiritual Intelligence, just like students in other classes, in order to enable them to realise their full potential. According to related studies, potential teachers' self-efficacy and emotional intelligence in connection to their spiritual intelligence are related to their backgrounds as well as their individual cognitive and non-cognitive traits. The relationship between Spiritual Intelligence and Emotional Intelligence in regard to Self-Efficacy among prospective teachers at the secondary level, in particular, has not been studied. The problem of the study was stated under as **Self-Efficacy in**

## **Relation to Spiritual and Emotional Intelligence Among Prospective Teachers at Secondary Level.**

### **1.4 DEFINITION OF KEY TERMS**

#### **1. Self –Efficacy**

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 2000).

In the present study, investigator considered self confidence, efficacy expectation, positive attitude and outcome expectation as the components of Self-efficacy.

#### **2. Spiritual Intelligence**

spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment." (Robert Emmons, 2000).

In the present study, Spiritual Intelligence of an individual refers to the total score obtained by the individual in Spiritual Intelligence Scale prepared by the investigator.

#### **3. Emotional Intelligence**

Emotional intelligence is the capacity to be aware of , control and express one's emotions and to handle interpersonal relationships judiciously and empathetically (Oxford Dictionary, 2023).

In the present study, Emotional Intelligence of an individual refers to the total score obtained by the individual in Emotional Intelligence Inventory prepared by the investigator .

#### **4. Prospective Teachers at Secondary Level**

Prospective Teachers are people who are trained to be able to do teaching profession. (Oxford Dictionary,2000).

In the present study Prospective Teachers refers to the Student teachers from different Secondary Teacher training institutions in Ernakulam district.

## **1.5 OBJECTIVES OF THE STUDY**

1. To analyse the level of Self- Efficacy among Prospective Teachers at Secondary Level based on total samples and subsamples such as locality and type of management.
2. To study Self- Efficacy among Prospective Teachers at Secondary Level in relation to Spiritual Intelligence based on total samples and subsamples such as locality and type of management.
3. To analyse the level of Emotional Intelligence among Prospective Teachers at Secondary Level based on total samples and subsamples such as locality and type of management.
4. To study Emotional Intelligence among Prospective Teachers at Secondary Level in relation to Spiritual Intelligence based on total samples and subsamples such as type of locality and type of management.
5. To analyse the level of Spiritual Intelligence among Prospective Teachers at Secondary Level based on total samples and subsamples such locality and type of management.

## **1.6 HYPOTHESES OF THE STUDY**

1. There is a significant relationship between Self- Efficacy and Spiritual Intelligence among Prospective Teachers at Secondary Level.
2. There is a significant relationship between Self- Efficacy and Emotional Intelligence among Prospective Teachers at Secondary Level.

## **1.7 METHODOLOGY OF THE STUDY**

In the present study, survey method employed by the investigator to find out Self-Efficacy in Relation to Spiritual Intelligence and Emotional Intelligence Among Prospective Teachers at Secondary Level.

### **1.7.1. POPULATION AND SAMPLE**

The population of the study was Prospective Teachers at Secondary Level. The sample of the study comprised of 300 prospective teachers at secondary level

from different Teacher Education colleges in Ernakulam district, Kerala. Due consideration here sub samples used as Locality and Type of Management.

### **1.6.1 VARIABLES OF THE STUDY**

The variables used in the study,

- Self- Efficacy
- Spiritual Intelligence, and
- Emotional Intelligence

### **1.6.2 TOOLS USED FOR THE STUDY**

1. Self- Efficacy Scale developed and standardized by Singh and Narain (2014).
2. Spiritual Intelligence Scale for Prospective Teachers prepared by the investigator.
3. Emotional Intelligence Inventory for Prospective Teachers prepared by the investigator.

### **1.6.3 STATISTICAL TECHNIQUES**

The present study recommends the use of following statistical techniques to realize the objectives for the investigator

1. Karl Perarson's Coefficient of Correlation.
2. t-test for significance of correlation.

### **1.8 SCOPE OF THE STUDY**

The goal of the current study was to better comprehend the theoretical and conceptual significance of emotional intelligence, the most recent evolutionary step that strengthens the body of knowledge in the field of education through its practical application. The current study was a sincere effort to comprehend how prospective secondary school teachers in the Ernakulam district's self-efficacy relates to their spiritual and emotional intelligence. The goal of the study was to increase the Emotional Intelligence of aspiring teachers at work and to comprehend why some of them perform well while others do not. In order to improve future teachers' performance based on the findings, emotional

intelligence calls for the identification and comprehension of challenges in teaching and learning.

### **1.9 DELIMITATION OF THE STUDY**

2. Study conducted among only Prospective Teachers at Secondary Level.
3. Only few Teacher Education Colleges in Ernakulam district considered for the study.

### **1.9 ORGANIZATION OF THE REPORT**

Organization of the report includes the brief description about all the chapters included in the study.

Chapter1 Introduction indicates background of the study, need and significance, statement of the problem, definition of key terms, objectives of the study, hypotheses of the study, methodology of the study, variables of the study, population and the sample, tools used for the study, statistical techniques, scope of the study and the delimitations of the study.

Chapter 2 deals with Theoretical Overview and Review of Related Literature here, we stated theories and related to reviews of literature

Chapter 3 deals with Methodology here we mentioned that method adopted for the study, variables in the experiment, sample selected for the study, sample size, tools used for the study, statistical techniques employed for the study.

Chapter 4 Analysis deals with percentage analysis of the variables, comparison between variables and its sub samples and findings of the study.

Chapter 5 mentions that brief details about all the chapters.



