

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 effectiveness of this process depends on teachers' abilities to play the role of the principal actor in the teaching process, which represents the most precious investment in human beings and is the scope of the education service provided in schools. The search for new characteristics and norms brought about by other international events, particularly globalisation, is mirrored in the educational process as it is in every other subject. Evaluation and improvement of training and teacher competences served as the process' driving force due to the competitive climate and desire to avoid being left behind. 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).

A person's confidence in their ability to "organise and execute the course of action required to manage prospective situations" is referred to as self-efficacy (Bandura, 1997, p. 2). It is a task-specific belief that controls decision-making, effort, and perseverance in the face of setbacks and in coordination with the person's emotional state. Self-efficacy is distinct from more general concepts like self-esteem or confidence due to its task-specific focus. A person's efficacy beliefs are constructed from a variety of informational sources, which can be indirectly communicated through social judgement as well as directly through direct experience (Bandura, 1986). According to research by Stajkovic and Luthans (1998), assessments of personal efficacy have a significant predictive power for performance across a variety of tasks and behaviours. Additionally, many contemporary theories of motivation view self-efficacy beliefs as crucial components (Graham & Weiner, 1996). The relationship between conscientiousness and ongoing learning (Martocchio & Judge, 1997) as well as job satisfaction, intention to quit, training, and job adjustment in newcomers have all been found to mediate a number of individual factors related to teacher effectiveness. These and other traits of self-efficacy beliefs imply that the construct has a great deal of potential for enhancing teacher development initiatives.

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 implications 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.

According to Salovey and Grewal (2005), emotional intelligence refers to the capacity of an individual to manage both his or her achievement in life and emotional life. According to this claim, an individual's happiness, ability to form positive relationships with others, level of satisfaction with his or her life, and enjoyment of it all are what define success in life (Dogana and Demiral, 2007). Managing feelings effectively is the cornerstone of emotional intelligence management (Yayla, 2006). This theory of emotional intelligence underlines how feelings contribute to general intelligence and the logic-processing process in a beneficial way (Acar, 2002). Five basic categories can be used to categorise emotional intelligence, which are: 1- One's awareness of one's own sentiments, 2- one's ability to control one's own feelings 3- A person who motivates herself, 4- Compassion 5. Social abilities.

Developing Teachers' Emotional Intelligence The skills and attitudes that trainees acquire will enable them to empathise with their students, who will grow up to be tomorrow's leaders. The ability of teachers to be "emotional workers" is crucial to their potential to participate in the development of education in a culture where the teacher's role in developing active citizenship is being reinforced (Teaching Council, 2006). Along with intelligence quotient (IQ) and emotional quotient (EQ), the National Curriculum Framework (2000) placed importance on spiritual quotient (SQ) for all-around development. The teacher's ability to deal with the emotional problems of students is a powerful factor in moulding the minds of the citizens of tomorrow. Emotionally Intelligent teacher can produce emotionally intelligent citizens. The quality of citizens of a nation depends upon the quality of their education and the quality

of education depends upon the quality of teachers. Hence, the teacher is the backbone of the educational system, maker of mankind, and the architect of the society.

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)."

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The significance of emotional intelligence in various contexts increased as the idea gained traction. When we consider the educational context of emotional intelligence, we find that schools currently have a very important task to do. Kids today deal with more challenging and intricate issues than they did in the past. With so much exposure, both positive and negative, children often struggle

with being indecisive and feeling down because they lack the essential emotional and social skills and competences for living a fulfilling life.

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 is "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 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

3. 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.
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 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.

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 is given to 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. Adopted 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, investigator stated theories, related variables and related reviews of literature

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

Chapter 4 Analysis and interpretation: describes detailed analysis of data with interpretation of results.

Chapter 5 summarises the study, the implications of the study and provides suggestions for further study.