



EFFECTIVENESS OF A POWERFUL SPIRITUAL INTELLIGENCE FRAMEWORK ON THE EMOTIONAL INTELLIGENCE IMPROVEMENT OF PRE-SERVICE TEACHER TRAINEES

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Abstract: The authors of this study attempted to investigate the effectiveness of a self-preparatory spiritual intelligence intervention training package in improving the emotional intelligence of pre-service teacher trainees confined in the theoretical frameworks of emotional intelligence by Goleman, 1995 and Salovey and Mayer 1990, and spiritual intelligence, Zohar and Marshall 2000 and as well as Emmons 2000. The investigation was carried out by adopting a quasi-experimental pre-test, post-test control group design. In total sixty pre-service teacher trainees from a randomly selected institution in Himachal Pradesh were divided into experimental and control groups for imparting training in accordance with interventions carefully prepared and chosen respectively for them under controlled condition. The experimental group provided with a structured seven-week intervention focused on spiritual practices such as mindfulness reflective journaling and value-based discussions while the control group continued with on-going teacher training program as per usual practices adopted in the educational institutions of the state as a part of carrying out the curriculum to complete the course.

Whereas, the emotional intelligence of these trainees was measured using Mangal's Teachers' Emotional Intelligence Inventory 2008 assessing five fundamental factors: awareness of self and others, professional orientation, intra-personal management, inter-personal management and total emotional intelligence. For performing statistical analyses including independent and paired sample t-tests revealed significant improvements in all emotional intelligence factors among the experimental group with no comparable gains in the control group of pre-service teacher trainees. The findings underscore the amazing transformative potential of integrating spiritual intelligence into teacher education training program, promoting emotional maturity ethical sensitivity and professional resilience. Finally, the study advocates for the inclusion of spiritually grounded emotional development modules in teacher training curricula to prepare well-rounded empathetic and emotionally competent educators by creating a congenial

spiritual environment with the help of thought provoking, vive rant and in depth discussion and a set pattern of practical exercises.

Index Terms: Effectiveness, Spiritual-Intelligence, Emotional-Intelligence, Pre-Service Teacher Trainees.

INTRODUCTION

The instructional style of the teachers often mirror their inner values and self-perception. Crow, as cited in Grasha 1996 p 1 insightfully observed as, “The instructional strategies and techniques that are adopted by a teacher bespeak his attitudes about himself his students and their respective roles in the teaching–learning process”. The alignment of her statement between internal disposition and external practice is especially vital in teacher education. Emotional intelligence is the capacity to recognize regulate and apply emotions constructively, Goleman 1995, Salovey and Mayer 1990 is foundational to effective teaching fostering empathy classroom management and resilient communication. Equally important is spiritual intelligence defined by Zohar and Marshall 2000 as the ability to access deeper meanings values and purpose and by Emmons 2000 as a set of adaptive capacities rooted in transcendence and ethical sensibility. Collectively these intelligences shape holistic development of a teacher. The pre-service teacher trainees undergoing both personal and professional identity formation benefit from integrated approaches that cultivate these two important components. The study is designed to investigate the influence of a self-preparatory spiritual intelligence intervention training package for evaluating the improving trends in emotional intelligence among pre-service teacher trainees, offering evidence for the value of spiritually enriched training in nurturing emotionally competent reflective and ethically grounded educators, future teachers.

Contextual in an Academic Setting

The study is attached in the frameworks of Emotional Intelligence Salovey and Mayer, 1990, Goleman, 1995 and Spiritual Intelligence Zohar and Marshall 2000, Emmons 2000 both these prominent aspects integral to holistic teacher development. Emotional intelligence embraces the ability to recognise understand, standardise and develop sensations successfully. Goleman, 1995 categorizes five important components: self-awareness self-regulation motivation empathy and social skills. These skills are essential for responsive teaching emotional balance and constructive classroom engagement. Accompanying this spiritual intelligence refers to the capacity to access inner meaning align actions with core values and approach life with purpose and integrity. Again, Zohar and Marshall 2000 describe it as accessing deep values and motivations while Emmons 2000 views it as a set of adaptive transcendent capacities that support resilience ethical conduct and personal growth of an individual under a specially created environment. As a final point, these intelligences foster emotionally and spiritually attuned educators capable of nurturing meaningful ethical and emotionally intelligent learning environments as desired for smooth trained person growing in an ever growing and ever changing society.

RESEARCH FRAMEWORK

Embracing an integrated framework to conduct the study is to create a strong base that views emotional and spiritual intelligence as dynamic interrelated capacities essential to holistic teacher development. Reasonably fixed traits these intelligences are cultivable through structured interventions. The framework posits that pre-service teacher trainees

exposed to targeted programs, emphasizing mindfulness empathy reflection and value-based practices, will demonstrate enriched emotional maturity ethical awareness and professional readiness. The most important three fundamental expectations guide these models are: i). emotional and spiritual intelligences jointly foster personal, moral and professional growth, ii). Intentional practices can significantly develop these capacities and iii). Such development leads to improved classroom effectiveness and ethical competence. Positioned within this framework the study targets to promote a deeper understanding of nurturing inner capacities which contributes to the formation of resilient emotionally attuned and ethically grounded educators in future perspectives.

Rationale for the Study

The potential impact of the research is because of the complex educational landscape of these days, teachers must possess more than subject knowledge, and they need emotional resilience ethical clarity and inner stability to deal significantly in the upcoming scenario of education in the country. The pre-service teacher trainees as future educators require preparation that integrates emotional and spiritual competencies alongside pedagogical skills. Emotional intelligence as Goleman, 1995 outlines supports self-awareness empathy and interpersonal effectiveness while spiritual intelligence as defined by Zohar and Marshall 2000 and underpins purpose integrity and ethical action to carry out the classroom transactions effectively and efficiently. Together they foster holistic teacher development by way of visualizing futuristic classroom teaching.

Not with standing or growing recognition of these constructs, few empirical studies have examined their interrelationship or the impact of spiritual intelligence-based interventions on emotional competence, especially within teacher education. Traditional programs often neglect structured opportunities for inner development leaving future teachers underprepared for the emotional and ethical challenges of modern classrooms as emerge out with changing pattern of educational system to deal effectively with children of diverse needs.

The present study is a sincere attempt to address this gap by experimentally assessing the impact of a self-preparatory spiritual intelligence package in the form of intervention training on the emotional intelligence of pre-service teacher trainees. By way of nurturing emotional maturity and ethical awareness during the formative stage of professional identity, this specially designed investigation focussed to inform teacher education curricula and advocate for a more integrative approach, one that cultivates compassionate resilient and morally grounded educators capable of meeting the demands of contemporary schooling upcoming as per the needs and aspirations of people. With the passage of time, especially in this fast growing technological change, every education system become out dated in every five years and needs to be replaced by the suitable one.

The Purpose of this Study

1. To examine the significant differences in the mean scores of emotional intelligence factors between pre-service teacher trainees in the experimental and control groups at the pre-test stage.
2. To evaluate the effectiveness of the self-preparatory spiritual intelligence intervention training package by comparing the post-test emotional intelligence scores of pre-service teacher trainees between experimental and control groups.

3. To determine the effect of the self-preparatory spiritual intelligence intervention training package on the emotional intelligence factors of pre-service teacher trainees within the experimental group at the pre-test, post-test stages.
4. To assess the effectiveness of the conventional teaching practices as an intervention of routine work of the institution on the emotional intelligence factors of pre-service teacher trainees within the control group at the pre-test, post-test stages.

Research Hypotheses

1. There will be no significant difference in the mean scores of emotional intelligence factors between pre-service teacher trainees in the experimental and control groups at the pre-test stage.
2. There will be a significant difference in the mean post-test scores of emotional intelligence factors between pre-service teacher trainees in the experimental and control groups following the self-preparatory spiritual intelligence intervention training package.
3. There will be a significant improvement in the mean post-test scores of emotional intelligence factors among pre-service teacher trainees in the experimental group, after receiving treatment through the self-preparatory spiritual intelligence intervention training package.
4. There will be no significant improvement in the mean post-test scores of emotional intelligence factors among pre-service teacher trainees in the control group, after receiving only on going teaching practices of institution as an intervention.

Previous Research

The past literature shows the way that the concepts of emotional intelligence and spiritual intelligence have emerged as essential non-cognitive capacities in the context of technological growing fast modern education in the country that support psychological resilience interpersonal sensitivity and ethical action. This component of emotional intelligence introduced by Salovey and Mayer 1990 and popularized by Goleman, 1995 encompasses the ability to recognize manage and utilize emotions effectively expanded models, Mayer Salovey and Caruso 2004 Bar-On 2006 emphasize components such as empathy self-regulation and social competence, traits linked to improved well-being and adaptive functioning empirical findings. Schutte et al. 2007 affirm that high emotional intelligence correlates with reduced anxiety stronger conflict resolution skills and greater resilience positioning it as a vital attribute in professional and educational domains for systematization of the process of teaching-learning.

Zohar and Marshall 2000 define spiritual intelligence parallel to address the capacity to derive meaning align actions with values and cultivate moral awareness and considered this spiritual intelligence as the application of spiritual insight in everyday life. Whenever, Emmons 2000 outlines competencies such as transcendence problem-solving through spiritual resources and sanctification of ordinary experiences. Whereas, researchers like Vaughan 2002, King 2008 links spiritual intelligence to increased life satisfaction ethical behaviour and emotional well-being.

In the process of modernization of society, recent scholarship points to a growing convergence between emotional intelligence and spiritual intelligence with shared magnitudes such as self-awareness empathy and value-driven behaviour Nasel, 2004 Amram and Dryer, 2008. This overlap suggests a collaborative advantage when

developed jointly. However, literature largely treats these domains in isolation offering limited empirical insight into their integration. A few studies have explored their combined impact on personal and professional development within teacher education.

An integrated approach to emotional and spiritual promises addressing this gap is critical a more holistic framework for cultivating resilient ethical and emotionally grounded educators, there, is an urgent need in this demanding educational environment of today. This study contributes by empirically examining their intersection through a structured intervention in pre-service teacher training program at secondary level of education.

METHODOLOGICAL APPROACH

The suitable and appropriate methodological approach in study is a quasi-experimental pre-test-post-test control group design which was adopted to assess the impact of a self-preparatory spiritual intelligence intervention training package on the factors of emotional intelligence of pre-service teacher trainees. For conduction of an experiment systematically based on scientific way of research, a sample of 60 trainees was randomly selected from a teacher education institution in Himachal Pradesh itself randomly drawn from a pool of 75 institutions across the state participants were randomly assigned to experimental and control groups 30 each. The experimental group underwent a structured intervention comprising 49 sessions over seven weeks developed and standardized by the researchers in alignment with established procedures of developing a tool and emotional intelligence was assessed before and after the interventions using Mangal's (2008), 'Teachers' Emotional Intelligence Inventory' for evaluations grounded in recognized norms and procedures. The intervention aimed to heighten emotional intelligence factors through spiritual intelligence-based activities including reflection mindfulness and value-cantered tasks. By employing rigorous sampling controlled treatment conditions and validated instrument, the study sought to scientifically evaluate the integrated development of emotional and spiritual competencies in pre-service teacher trainees' education at this stage of entering into this noble profession.

Instruments used in the study

In this study, two principal tools were employed to yield the meaningful results: the self-prepared spiritual intelligence intervention training package and the teachers' emotional intelligence inventory TEII-M Mangal, 2008.

In the form of a booklet, the self-prepared spiritual intelligence package developed by the researchers served as the fundamental intervention drawing upon an exhaustive review of literature spiritual traditions and educational psychology, the package was tailored to pre-service teacher trainees and implemented over seven weeks total 49 sessions, delivered five days a week in 45-minute sessions, It aimed to foster self-awareness empathy inner peace and reflective capacity, components essential for emotional development activities included mindfulness practices, value-based dialogues guided imagery reflective journaling and meditative exercises. Content validity was established through expert review by professionals in education psychology and spirituality as well as the experts from measurement and evaluation field.

In the similar fashion, for measuring emotional intelligence the study utilized the Teachers' Emotional Intelligence Inventory by Mangal, (2008) a validated and widely recognized tool Comprising 200 items 106 positive

and 94 negative. It assesses five important factors: awareness of self and others professional orientation intra-personal management, inter-personal management and overall emotional integration. The respondents rated items on a five-point Likert scale ranging from "most of the time true of me" to "almost never true of me". The scoring modulus operandi followed standardized norms with reverse scoring applied to negative items. The robust psychometric properties of this highly reliable standardized tool and relevance to teacher education ensured its appropriateness for evaluating emotional intelligence shifts in both experimental and control groups after properly ensured its process of application. Together these instruments provided a comprehensive framework for assessing the developmental impact of spiritual intelligence-based interventions on emotional competencies among future educators. Therefore, tools are appropriate, authentic and useful to provide instruction as planned and to assess improving trends as were expected in the light of consulted literature on these parameters.

Execution of an Experiment in the Sample Institution

All the three stages of the experimental phase were conducted systematically: pre-test administration, careful and respectful implementation of the intervention and smooth post-test administration of selected research instrument were completed efficiently in accordance of the established norms. Each stage was executed with precision integrity and sensitivity ensuring methodological rigor and participant engagement throughout the process thereby upholding the scientific merit of the investigation of conducting the experiment.

Administration of the Pre-Test

In the first stage, the authors administered the pre-test to both experimental and control groups using the teachers' emotional intelligence inventory. All the participants completed the test without time constraints in a supportive setting. Responses were collected prior to the intervention ensuring baseline data for assessing the impact of the spiritual intelligence intervention training package. The enhancement program spanning 49 days was implemented exclusively with the experimental group while the control group continued regular institutional activities emotional intelligence development was monitored at the 10th 20th and 30th sessions revealing steady progress across all five factors. A structured spiritual intelligence action plan delivered through expert-facilitated sessions guided trainees through mindfulness reflective practices and value-based activities. Designed for gradual internal transformation, the program integrated theoretical insights with experiential learning. The planned intervention was systematically aligned with the study objectives and executed with precision to foster measurable emotional growth among pre-service teacher trainees through spiritual intelligence-based strategies developed for this research.

Administration of Post-Test

On the day of concluding the sessions and following the successful completion of the interventions, the Teachers' Emotional Intelligence Inventory was re-administered to both experimental and control groups in a combined session. This post-test assessed the impact of the self-preparatory spiritual intelligence package on emotional intelligence. The participants were acknowledged for their active engagement and cooperation throughout the program. The completed inventories were meticulously scored according to the test guidelines mentioned in the manual and the data were systematically compiled for subsequent statistical analysis. This process ensured a rigorous evaluation of

the effectiveness of intervention in improving the multifactorial emotional competencies of pre-service teacher trainees within a structured and ethically conducted research framework to conduct the study in a scientific way.

Statistical Procedures Applied

As per the requirement of study, two statistical techniques were employed. Independent sample t-tests compared pre- and post-test emotional intelligence scores between experimental and control groups to establish baseline equivalence and intervention impact, Paired sample t-tests assessed within-group changes over time rigorously evaluating the effectiveness of the Self-preparatory spiritual intelligence intervention training package on pre-service teacher trainees' emotional intelligence.

Findings of the Study

After analysis of the data systematically, this section presents the findings of the study in a systematic and structured manner. The results are organized in alignment with the quasi-experimental pre-test post-test control group design aimed at evaluating the impact of the self-preparatory spiritual intelligence intervention training package on the factors of emotional intelligence of pre-service teacher trainees. For this purpose, both independent samples t-tests to compare experimental and control groups at pre-test and post-test stages and paired samples t-tests to examine within-group changes from pre- to post-test were used. The descriptive statistics including means and standard deviations SDs are reported alongside inferential statistics to assess the significance of observed differences. The results are supported with well-structured tables reflecting the five factors of emotional intelligence.

The process was planned in such a way that this section begins with a comparative analysis of the pre-test scores between the experimental and control groups ensuring the initial equivalence of the groups prior to the intervention. The findings are reported factor-wise and summarized through Table.

1. Comparison of Experimental and Control Groups at Pre-Test Stage

The conduction of analysis was designed to compare the emotional intelligence of the experimental and control groups before the intervention. This step was crucial to establish the initial equivalence between the two groups. The pre-test scores were analysed across five factors: awareness of self and others, professional orientation, intra-personal Management, inter-personal management and total emotional intelligence. The descriptive and inferential statistics are summarized in Table 1.

Table 1: Mean Scores, Standard Deviations and 't' Values of Experimental and Control Groups at pre-test stage across factors of emotional Intelligence

Factors	Groups	N	Means	S.Ds.	't' values
Awareness of Self and Others	Experimental	30	266.00	34.00	0.272 NS
	Control	30	268.00	30.00	
Professional Orientation	Experimental	30	155.00	18.00	0.732 NS
	Control	30	150.00	31.00	

Intra-Personal Management	Experimental	30	88.00	11.00	1.59 NS
	Control	30	84.00	10.00	
Inter-Personal Management	Experimental	30	195.00	32.00	0.50 NS
	Control	30	199.00	28.00	
Total Emotional Intelligence	Experimental	30	704.00	76.00	0.01 NS
	Control	30	704.00	83.00	

Note: NS indicates the 't' value is not significant at the 0.05 level

The descriptive and inferential statistics present in Table 1, it is evident that the mean scores of the experimental and control groups across all five factors of emotional intelligence are very close at the pre-test stage: awareness of self and others: 266.00, Experimental and 268.00 Control, professional orientation: 155.00 and 150.00, intra-personal management: 88.00 and 84.00, inter-personal management: 195.00 and 199.00 and total emotional intelligence: 704.00 and 704.00 respectively.

However, the corresponding t-values 0.272, 0.732, 1.59, 0.50, 0.01 for each factor were not found statistically significant at the 0.05 level indicating that no significant differences existed between the experimental and control groups prior to the intervention. This confirms the baseline equivalence necessary for evaluating post-intervention effects.

Whereas, having established the equivalence of groups at the pre-test stage the next section presents the results of the post-test comparisons between the experimental and control groups. This analysis evaluates the effectiveness of the self-preparatory spiritual intelligence intervention training package in improving emotional intelligence among pre-service teacher trainees.

2. Comparison of Experimental and Control Groups at Post-Test Stage

In another step, the analysis was conducted to compare the post-test emotional intelligence scores of the experimental and control groups following the application of the self-preparatory spiritual intelligence intervention training package in the experimental group. The main focus of study was to determine whether the intervention produced significant improvements across the five factors of emotional intelligence. The descriptive statistics mean scores and standard deviations along with the corresponding independent samples t-test values are summarized in Table 2.

Table 2: Mean Scores SDs and 't' Values of Experimental and Control Groups at post-test stage for each factor of emotional intelligence

Factors	Groups	Means	S.Ds.	't' values
Awareness of Self and Others	Experimental	315.00	41.00	4.89**
	Control	268.00	34.00	
Professional Orientation	Experimental	182.00	21.00	6.47**
	Control	150.00	18.00	
Intra-Personal Management	Experimental	101.00	11.14	

	Control	87.00	13.00	4.65**
Inter-Personal Management	Experimental	235.00	31.00	5.17**
	Control	201.00	17.00	
Total Emotional Intelligence	Experimental	840.00	92.00	6.54**
	Control	706.00	66.00	

Note: ** indicates that the ‘t’ values are highly significant at the 0.01 level of significance

Based on descriptive and inferential statistics, the results presented in Table 2 indicate that the experimental group achieved substantially higher mean scores across all five factors of emotional intelligence compared to the control group. The differences were statistically significant at 0.01 level across all factors, with t-values of 4.89, 6.47, 4.65, 5.17, and 6.54 respectively. These results strongly support the effectiveness of the intervention in improving emotional intelligence of pre-service teacher trainees.

3. Comparison of Experimental Group at Pre-Test and Post-Test Stages

Similarly, this section evaluates the within-group improvement in emotional intelligence among the experimental group before and after the intervention. Paired samples t-tests were used to assess whether the self-preparatory spiritual intelligence intervention training package led to statistically significant changes across the five factors. The detailed results are presented in Table 3.

Table 3: Mean Scores SDs and ‘t’ Values of Experimental Group at pre-test and post-test stages for each factors of emotional intelligence

Factors	Group	Stages	Means	S.Ds.	‘t’ values
Awareness of Self and Others	Experimental	Pre-Test	266.00	37.00	7.56**
		Post-Test	315.00	41.00	
Professional Orientation	Experimental	Pre-Test	155.00	18.00	7.18**
		Post-Test	182.00	21.00	
Intra-Personal Management	Experimental	Pre-Test	88.00	11.00	8.60**
		Post-Test	101.00	11.00	
Inter-Personal Management	Experimental	Pre-Test	195.00	32.00	6.09**
		Post-Test	235.00	31.00	
Total Emotional Intelligence	Experimental	Pre-Test	704.00	76.00	9.75**
		Post-Test	840.00	92.00	

Note: ** indicates that the ‘t’ values are highly significant at the 0.01 level of significance

Whenever, we turned to this particular section, the findings clearly demonstrate significant gains in emotional intelligence among the experimental group post-intervention. It was amazing that all five factors show statistically significant improvement with high to at last the highest ‘t’ values ranging from: 7.56, 7.18, 8.60, 6.09 and 9.75 observed in total emotional intelligence followed by strong significance across other factors.

4. Comparison of Control Group at Pre-Test and Post-Test Stages

In this last section, for evaluating natural variations or improvements in emotional intelligence without intervention a within-group comparison was also performed for the control group using paired samples t-tests. The findings are summarized in Table 4.

Table 4: Mean Scores SDs and ‘t’ Values of Control Group at pre-test and post-test Stages for each factor of emotional intelligence

Factors	Group	Stages	Means	S.Ds.	‘t’ values
Awareness of Self and Others	Control	Pre-Test	268.13	29.72	0.083 NS
		Post-Test	267.59	33.72	
Professional Orientation	Control	Pre-Test	150.00	31.46	0.071 NS
		Post-Test	149.67	17.92	
Intra-Personal Management	Control	Pre-Test	83.83	10.29	1.86 NS
		Post-Test	87.55	13.38	
Inter-Personal Management	Control	Pre-Test	199.16	27.84	0.41 NS
		Post-Test	201.21	17.46	
Total Emotional Intelligence	Control	Pre-Test	704.46	83.29	0.119 NS
		Post-Test	706.03	61.92	

Note: NS indicates that the ‘t’ values are not significant at the 0.05 level.

It is here, in this section, that the analysis in Table 4 shows that the control group did not exhibit statistically significant changes in emotional intelligence across at any of the five factors. The minor fluctuations observed in mean scores are likely due to natural variation rather than any systematic effect.

However, it can be summarized in straight way that the experimental group showed significant improvement in all five factors of emotional intelligence after the intervention which validates the trustfulness and usability of intervention prepared so well and received equally good by the participants.

DISCUSSION OF THE RESULTS

Discussion of Hypothesis 1

The hypothesis stated at serial number 1. That “There will be no significant difference in the mean scores of emotional intelligence factors between pre-service teacher trainees in the experimental and control groups at the pre-test stage” is accepted.

Whereas the primary purpose of this hypothesis was to establish baseline equivalence between the experimental and control groups before the administration of the self-preparatory spiritual intelligence intervention training package. The statistical analysis of the pre-test data revealed no significant differences between the two groups across all the five factors of emotional intelligence. This outcome confirms that the groups were initially homogeneous in their emotional intelligence levels. The acceptance of this null hypothesis validates the internal consistency and methodological rigor of the quasi-experimental design employed in the study. By ensuring comparability at the pre-test stage the study rules out pre-existing group differences as a confounding variable.

Therefore, any significant differences identified at the post-test stage can be confidently attributed to the impact of the intervention rather than to inherent disparities between the groups.

However, in conclusion the findings related to Hypothesis 1 confirm that both experimental and control groups began with equivalent emotional intelligence levels thereby affirming the suitability of the research design for assessing the causal impact of the intervention on emotional intelligence development.

Further, these results align with existing literature that supports the positive impact of spiritual intelligence-based interventions on emotional competencies. Previous researches have highlighted the interconnectedness between spiritual intelligence and emotional regulation self-awareness empathy and interpersonal relationships Amram and Dryer 2008, King 2009.

Whenever, the structure and content of the self-preparatory spiritual intelligence intervention training package likely played a pivotal role in these outcomes. The activities and exercises were designed to cultivate spiritual awareness ethical reasoning and self-mastery which are foundational aspects of spiritual intelligence and are closely related to emotional intelligence domains. By engaging in these reflective and experiential practices trainees may have developed better emotional insight and interpersonal sensitivity leading to the observed gains. .

Discussion of Hypothesis 2

Hypothesis stated at serial number 2 that “There will be a significant difference in the mean post-test scores of emotional intelligence factors between pre-service teacher trainees in the experimental and control groups following the self-preparatory spiritual intelligence intervention training package” is accepted.

Whereas, this directional hypothesis anticipated that the experimental group having undergone the self-preparatory spiritual intelligence intervention training package would outperform the control group in terms of emotional intelligence at the post-test stage. The results of the study substantiate this prediction. A comparative analysis of the post-test scores revealed that the experimental group demonstrated statistically significant improvements across all five fundamental factors of emotional intelligence as compared to the control group.

Whenever, these findings indicate that the intervention had a positive and measurable effect on improving emotional intelligence among pre-service teacher trainees. The structure and content of the self-preparatory spiritual intelligence intervention training package, emphasizing self-reflection existential insight ethical reasoning and value-based personal development, likely contributed to these outcomes by deepening pre-service teacher trainees’ understanding of themselves and their emotional functioning in interpersonal contexts, is the paramount outcomes of the intervention.

Furthermore, the results align with theoretical and empirical evidence that links spiritual intelligence with improved emotional adaptability and resilience spiritual intelligence as a higher-order construct appears to provide a supportive framework for individuals to regulate emotions align actions with inner values and navigate social relationships with empathy and ethical sensitivity. The effectiveness of this useful package in this context highlights its potential as a transformative educational tool especially in preparing future educators to cope with the emotionally demanding nature of the teaching profession.

Consequently, the results confirm the directional hypothesis by demonstrating that the experimental group significantly outperformed the control group in post-test emotional intelligence scores. This outcome reinforces the value of incorporating spiritually grounded training modules into teacher education curricula as a means to foster holistic emotional development at this crucial stage of training which will decide their future professional development.

Whereas, the outcome is theoretically grounded in the integrated framework of Bar-On' emotional intelligence model, 2006 and King's model of spiritual intelligence, 2008. According to Bar-On emotional intelligence comprises a set of emotional and social skills that influence the way individuals perceive and express themselves develop and maintain social relationships, cope with challenges and use emotional information in an effective and meaningful way. However, King's spiritual intelligence model identifies key capacities such as critical existential thinking personal meaning production transcendental awareness and conscious state expansion, constructs that align with and improve various emotional intelligence domains such as self-awareness empathy and emotional regulation. These studies have big support to present one.

It is noticeable here that the significant difference between groups can be attributed to the mechanisms embedded in the self-preparatory spiritual intelligence intervention package by the authors which was explicitly designed to foster inner reflection value clarification mindfulness and interpersonal sensitivity. These components are known to activate both intrapersonal and interpersonal domains of emotional intelligence. For example: Critical existential thinking a spiritual intelligence aspects improves self-awareness and emotional insight facilitating deeper understanding and management of one's own emotions, Personal meaning production nurtures a sense of purpose and intrinsic motivation reinforcing emotional resilience and self-actualization, and finally, Transcendental awareness increases empathy and prosaically behaviour by expanding one's own awareness beyond the self and enabling perspective-taking, Conscious state expansion often practiced through meditation or reflection promotes emotional regulation and stress management.

In addition to this, Vygotsky's socio-cultural theory 1978 which emphasizes the role of socially mediated learning supports the structured peer-dialogues reflective journaling and group-based contemplative exercises used in the intervention. These social and reflective learning contexts likely accelerated emotional learning through scaffolding and internalization processes. The contrast in outcomes between the experimental and control groups confirms that emotional intelligence does not solely develop through academic or unstructured life experiences instead it can be deliberately cultivated through structured spiritually grounded interventions. The findings resonate with studies by Zohar and Marshall 2000 who argued that spiritual intelligence serves as a transformative intelligence that governs other intelligences including emotional intelligence.

Being beautiful creation of scientific instruments which lasted an indelible imprints on the young mind of pre-service trainees, educationally these findings advocate for embedding spiritual intelligence training within teacher education curricula pre-service teachers equipped with heightened emotional intelligence are more likely to manage classroom stress relate empathetically to students and create emotionally safe learning environments, competencies critical for effective teaching and professional well-being with enthusiastically involvement.

Finally, in conclusion the acceptance of Hypothesis 2 underscores the effectiveness of the self-preparatory spiritual intelligence intervention training package in promoting emotional intelligence. The superiority of experimental group performance on the post-test affirms the transformative power of spiritually integrated educational interventions and offers a compelling case for their inclusion in teacher preparation programs at various levels of teaching.

Discussion of Hypothesis 3

The hypothesis stated as, “There will be a significant improvement in the mean post-test scores of emotional intelligence factors among pre-service teacher trainees in the experimental group, after receiving treatment through the self-preparatory spiritual intelligence intervention training package.” is accepted.

It is very interesting here that the internal enhancement indicates that the intervention was effective in promoting emotional development over time independent of external comparison with a control group. The observed gains affirm that the participants internalized and applied the principles embedded in the self-preparatory spiritual intelligence intervention training package. It has been observed that through reflective practices ethical reasoning and spiritually grounded experiential learning the trainees likely developed a deeper understanding of their emotional patterns an improved ability to manage their feelings and a strengthened capacity for empathy and interpersonal communication resulted from on-going discussions in different sessions.

However, these results are consistent with the theoretical premise that spiritual intelligence can catalyse emotional growth by nurturing inner awareness value-driven decision-making and existential insight, all of which are foundational to emotional intelligence. The sustained engagement with spiritually oriented exercises likely facilitated personal transformation leading to increased emotional competence in both intrapersonal and interpersonal contexts.

Further, the significance of these findings lies not only in the measurable improvement within the experimental group but also in the pedagogical implications for teacher education. It is given that emotional intelligence is critical for effective teaching classroom management and student engagement. The demonstrated success of this package suggests that integrating spiritually enriched emotional training into teacher preparation programs may improve the emotional resilience and professional readiness of future educators.

Academically, this finding reinforces the developmental malleability of emotional intelligence as conceptualized by Bar-On 2006 who emphasized that emotional intelligence is not a fixed trait but a set of interrelated skills that can be nurtured and strengthened through learning experiences. The significant improvement within the experimental group confirms that these emotional competencies, such as emotional self-awareness empathy interpersonal relationship skills and stress tolerance, can be cultivated through intentional structured interventions.

Therefore, the self-preparatory spiritual intelligence intervention training package was deliberately designed to activate and strengthen important components of emotional intelligence through spiritually informed exercises. Using King’s 2008 framework of spiritual intelligence the program integrated reflective journaling existential inquiry mindfulness-based meditation and meaning-making activities that foster deeper self-awareness and emotional

understanding. This aligns with the constructivist learning theory which holds that knowledge and skills are constructed through reflective engagement and contextualized experience. For example: The pre-test scores reflect the baseline emotional competencies of trainees before exposure to the spiritual practices, The post-test scores elevated significantly suggest that spiritual reflection and consciousness-raising practices directly contributed to improved emotional processing and regulation, In particular the increase in self-regard emotional self-awareness and empathy can be attributed to reflective sessions that encouraged trainees to explore their emotional patterns question their assumptions and engage with others from a place of intentional understanding and compassion. The journaling and meditative practices likely cultivated metacognitive awareness which is a crucial bridge between spiritual awareness and emotional maturity.

Likewise, Bandura's Social Cognitive Theory 1986 supports the mechanism of change observed here particularly through the concepts of self-efficacy and self-regulation. As pre-service teachers engaged with spiritual exercises and observed positive emotional shifts in themselves and peers their confidence in managing emotions and navigating social contexts likely increased which in turn reinforced further emotional growth of the participants.

However, this within-group progress is particularly promising for teacher training contexts. It demonstrates that emotional intelligence can be explicitly developed even within relatively short intervention periods provided the program is well-structured and grounded in deeper psychological and spiritual principles. Whereas, given the well-documented challenges faced by pre-service teacher trainees, stress identity formation and the demand for emotional labour, this growth becomes not only beneficial but essential for developing professionals.

Additionally, from an educational standpoint the findings suggest that embedding a spiritual intelligence component in teacher education can act as a catalyst for the personal and emotional development of future educators. When trainees gain the ability to recognize regulate and respond to emotions consciously they are better positioned to foster nurturing emotionally intelligent classroom environments, effectively, efficiently and intelligently.

Lastly, in sum the acceptance of Hypothesis 3 confirms the internal efficacy of the self-preparatory spiritual intelligence intervention training package. It affirms that meaningful changes in emotional intelligence are possible through deliberate engagement with spiritually grounded pedagogies thereby contributing both to the personal growth of teacher trainees and to broader educational reform strategies aimed at holistic teacher development at this stage of future teacher.

Discussion of Hypothesis 4

The hypothesis stated at serial number 4 that "There will be no significant improvement in the mean post-test scores of emotional intelligence factors among pre-service teacher trainees in the control group, after receiving only on going teaching practices of institution as an intervention" is also accepted.

Being testing of the last hypothesis, very useful and informative solution is found that the outcome reinforces the premise that emotional intelligence does not develop automatically or incidentally through conventional teacher training alone. While on going pedagogical instruction may address cognitive and technical competencies, it appears

insufficient to cultivate the intrapersonal and interpersonal skills that comprise emotional intelligence such as self-awareness empathy emotional regulation motivation and social skills especially at the entry level.

However, the stagnation in emotional intelligence observed in the control group highlights the necessity of intentional structured and theory-driven interventions, such as the self-preparatory spiritual intelligence intervention training package, if meaningful emotional growth is to be achieved. The lack of change within the control group underscores that without targeted emotional or spiritual programming pre-service teacher trainees may not spontaneously develop the affective and reflective capacities needed to navigate the emotional demands of classroom environments and professional life within the premises of the campus.

Whereas, these findings have clear implications for teacher education policy and curriculum development. In light of growing recognition of emotional intelligence as a vital component of teacher effectiveness the absence of significant growth in the control group suggests a gap in traditional training models. The evidence calls for the integration of purposeful emotional and spiritual development programs within the formal preparation of teachers for better equipment.

Further, the retention of Hypothesis 4 validates the assumption that mere exposure to routine pedagogical activities is insufficient for enhancing emotional intelligence. It further, strengthens the overall argument for the effectiveness and necessity of specialized interventions designed to nurture the emotional capacities of future educators.

Ideally, this outcome aligns with the proposition that emotional intelligence although malleable does not automatically evolve without purposeful guidance and structured experiences Goleman, 1995 Bar-On, 2006. In the absence of an intervention, such as the spiritual intelligence package used with the experimental group, the control group lacked exposure to reflective emotionally enriching activities. Subsequently no significant cognitive-emotional restructuring or behavioural transformation was observed.

Theoretically, this finding is consistent with Kolb's Experiential Learning Theory, 1984 which emphasizes that meaningful learning occurs through a cycle of concrete experience reflective observation abstract conceptualization and active experimentation. Since the control group only participated in routine academic activities without embedded spiritual or emotional content they missed critical elements of this experiential learning cycle particularly reflective observation and abstract emotional processing which were central to the spiritual intelligence intervention as a powerful tool.

Additionally, from the lens of Transformative Learning Theory Mezirow 2000 no significant emotional change would be expected without a disorienting dilemma or structured opportunities for critical reflection. The control group did not engage in practices that would challenge their existing emotional frameworks or inspire deeper introspection. Hence, their emotional intelligence scores remained statistically static validating the premise of theory that transformation is triggered through guided reflection and not mere passage of time.

Whenever, the lack of progress in the control group also strengthens the attribution of change to the intervention itself rather than to extraneous or environmental factors such as maturation or academic exposure. While

both groups were subject to the same institutional environment instructional context and temporal conditions only the experimental group demonstrated significant emotional growth, thereby reinforcing the causal role of the self-preparatory spiritual intelligence intervention training package.

Educationally, this finding has practical implications for teacher education programs. It cautions against the assumption that emotional intelligence will naturally develop through conventional academic exposure or teacher training coursework, instead it suggests the need for explicit emotional and spiritual development modules grounded in evidence-based psychological and educational theories to prepare teachers who are emotionally resilient empathetic and reflective and strong in thought processing.

Finally, it is to be summarized that the retention of Hypothesis 4 validates the necessity and specificity of structured interventions to promote emotional growth. The result reaffirms that emotional intelligence is developable but not incidental requiring intentional effort guided facilitation and an integrated curriculum. This conclusion complements the findings of Hypotheses 2 and 3 by highlighting the contrast between the stagnancy of unassisted development and the dynamism of a spiritually informed intervention.

Interpretation and Discussion of Overall Findings

This section is devoted to interpreting the findings with discussion in general whereas, overall findings of this quasi-experimental study provide compelling evidence that the self-preparatory spiritual intelligence intervention training package significantly improves the emotional intelligence of pre-service teacher trainees when executed carefully, systematically and in planned way. With the integration of structured spiritual practices reflective exercises and value-based interactions, the intervention meaningfully contributed to emotional growth, particularly in the five factors of emotional intelligence as suggested by Mangal, (2008). The significant differences between the experimental and control groups in both post-test scores and gain scores highlight the transformational potential of spiritual intelligence as an educational tool. This supports a growing body of interdisciplinary literature that advocates for the inclusion of spirituality, not in a religious sense but as a deep connection to purpose self-awareness and values-based living, in teacher education, Vaughan 2002, Emmons 2000, Zohar and Marshall 2000.

As per usability, the effects of intervention are theoretically underpinned by Mayer and Salovey's Emotional Intelligence Model 1997 which emphasizes emotional awareness understanding regulation and management. The spiritual intelligence package served as a framework that heightened these emotional processes by encouraging introspective practices e.g. journaling meditative reflection and value clarification activities that prompted trainees to explore the roots of their emotions and their responses to interpersonal challenges.

Furthermore, the results align with Bandura's study, Social Cognitive Theory 1986, particularly the notion of self-efficacy. As pre-service teacher trainees engaged in spiritual and emotional practices they likely developed a stronger belief in their ability to manage emotions and interpersonal dynamics contributing to their emotional self-efficacy. This belief was not observed in the control group suggesting that such growth does not emerge passively but is cultivated through structured experience and modelling.

Again, the findings also support Mezirow's Transformative Learning Theory 2000 which postulates that learning is most powerful when it challenges ingrained assumptions and facilitates critical reflection. The intervention offered a safe and supportive environment for such transformative learning to occur. Teacher Trainees reflected on their past behaviours emotional triggers and internal narratives and were encouraged to reframe them through a lens of self-awareness and compassion, cornerstones of both spiritual and emotional intelligence.

Additionally, the stagnancy in the control group across all components of emotional intelligence reaffirms the conclusion that emotional growth in adult learners is neither incidental nor automatic. This has substantial implications for curriculum designers and teacher educators. In an age of increasing emotional stress and complexity in educational settings future educators must be equipped not just with pedagogical tools but with emotional and spiritual competence to navigate their professional realities effectively.

Moreover, from a holistic educational perspective these findings advocate for a paradigm shift in teacher preparation programs, one that recognizes the teacher as a whole person integrating cognitive emotional spiritual and moral factors. This approach resonates with the "whole teacher" movement and emerging frameworks of educational well-being where teaching is not merely a technical act but a deeply human and relational practice Noddings, 2003 and Palmer 1998.

Collectively, this is in essence the empirical and theoretical integration in this study suggests that spiritual intelligence acts as a transformative catalyst for emotional development. The interaction between emotional intelligence and spiritual insight empowers pre-service teacher trainees to become more empathetic resilient and ethically grounded educators, qualities essential for fostering meaningful teacher-student relationships and inclusive learning environments.

Educational Implications

In this regard, the findings of this study carry profound implications for teacher education curriculum designers and educational policy makers. The significant development in emotional intelligence observed among pre-service teacher trainees, participating in the self-preparatory spiritual intelligence intervention training package underscores the necessity of integrating spiritual and emotional development into the formal structure of teacher preparation programs.

Curricular Amalgamation of Spiritual Intelligence

From the trends available from this study the effectiveness of the intervention highlights the potential of spiritual intelligence as a pedagogical tool. Teacher education curricula should incorporate modules that promote self-awareness ethical reasoning inner reflection and purpose-driven teaching. These can be embedded within foundational courses in educational psychology classroom management or professional ethics making the development of emotional and spiritual competencies a deliberate instructional goal rather than an incidental by-product.

Strengthening of Thoughtful and Transformative Practices

For this desirable action, the emphasis of intervention on reflective journaling meditative practices and value clarification aligns with best practices in transformative learning. Educational institutions must promote environments where trainee teachers are encouraged to critically reflect on their emotional responses interpersonal interactions and belief systems. This approach cultivates inner awareness and equips them to engage empathetically and authentically with diverse learners.

Teacher Happiness and Elasticity

For strengthening, emotional intelligence, there is direct link to teacher well-being classroom climate and instructional efficacy. As the study has shown structured spiritual practices improve self-regulation and emotional resilience. In a profession marked by emotional labour burnout and stress such training can fortify pre-service teacher trainees' emotional capacities leading to greater job satisfaction and reduced attrition in the long term.

Moral and Value-Based Teaching

Teaching is the activity which idolizes the mind of a resourceful, artful and God fearing spirit. Therefore, spiritual intelligence nurtures core human values such as compassion empathy responsibility and humility, traits indispensable in effective educators. This aligns with national and international educational frameworks advocating for values-based education to promote holistic student development. The pre-service teacher trainees' education should thus integrate spiritual intelligence as a foundation for ethical practice and humanistic pedagogy.

Policy-Level Restructuring and Institutional Support

For this purpose, at the policy level teacher education accreditation bodies and universities should recognize and institutionalize the development of non-cognitive competencies including emotional and spiritual intelligences. Faculty members must be trained to facilitate such interventions and assessment mechanisms must be designed to capture growth in these factors. Institutional support is essential to ensure sustainability and efficacy.

Ideal for Further Disciplines

Whenever, this study is grounded in teacher education, its implications extend to other domains of higher education and professional training. The structured development of emotional and spiritual competencies could benefit future professionals in healthcare social work counselling and leadership roles where emotional intelligence is equally vital.

Together, in summarizing this, the study not only provides empirical validation for a novel intervention but also calls for a re-envisioning of teacher education, one that honours the inner lives of educators and recognizes that emotionally and spiritually mature teachers are central to transforming educational practice and fostering nurturing learning communities.

SUMMARY

The concluding section presented a comprehensive interpretation and discussion of the findings derived from the quasi-experimental study investigating the effect of a self-preparatory spiritual intelligence intervention training package on increasing the emotional intelligence of pre-service teacher trainees. The analysis compared pre-test and post-test results across experimental and control groups providing a clear picture of the effectiveness of intervention

on five core factors of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills enunciated by the various authors in the past.

The findings revealed a statistically significant improvement in the emotional intelligence scores of the experimental group following the intervention while the control group showed minimal or negligible changes. These results affirm the effectiveness of the spiritual intelligence package as a structured purposeful tool for improving emotional capacities vital to teaching and learning system of education.

Whereas, the section further, contextualized these findings within existing theoretical frameworks particularly those of Goleman's Emotional Intelligence Theory and Zohar and Marshall's concept of Spiritual Intelligence. The discussion illuminated how spiritual development fosters deeper emotional maturity self-reflection and interpersonal awareness, qualities crucial for pre-service teacher trainees in diverse educational settings.

However, the educational implications of the study were also elaborated upon underscoring the importance of integrating emotional and spiritual development into teacher education curricula. The potential benefits include increased teacher resilience value-based pedagogical practices enriched classroom dynamics and improved student-teacher relationships. The findings call for policy-level reforms and curriculum innovation that embrace holistic reflective and transformative approaches to teacher training.

By advancing final remarks, in conclusion, the study makes a significant contribution to the field of teacher education by presenting evidence-based support for the inclusion of spiritual intelligence as an effective mechanism for enhancing emotional intelligence. The results not only validate the intervention but also lay the groundwork for future research policy reform and institutional practices that recognize the integrated development of mind, heart and spirit in preparing competent compassionate and emotionally intelligent educators.

General idea of the Study

The present research intended to investigate the effect of a self-preparatory spiritual intelligence package on increasing emotional intelligence among pre-service teacher trainees using a quasi-experimental pre-test post-test control group design. Emotional intelligence with its five factors, are increasingly recognized as a crucial component in teacher education. The study sought to explore whether cultivating spiritual intelligence could serve as a foundation for improving emotional competencies essential to effective teaching.

For this, participants were divided into experimental and control groups with the experimental group receiving the intervention pre-test and post-test data were collected using a standardized emotional intelligence scale and the results were statistically analysed to determine the effectiveness of the intervention.

Main Outcomes

The findings of the present study revealed that: The experimental group showed significant improvement in overall emotional intelligence compared to the control group, Statistically significant gains were noted across all five domains of emotional intelligence for the experimental group post-intervention, The control group did not demonstrate comparable changes indicating that the improvement in the experimental group was directly attributable

to the spiritual intelligence package. Qualitative feedback from participants suggested improved self-reflection interpersonal understanding emotional regulation and ethical awareness following the intervention.

Conclusions

The following conclusions of findings can be drawn grounded on the analysis of results and interpretation: The self-preparatory spiritual intelligence intervention training package is an effective tool for augmenting emotional intelligence among pre-service teacher trainees, Spiritual intelligence fosters deep inner awareness and reflective thinking which positively translates into better emotional self-regulation empathy and interpersonal communication, Integrating such holistic approaches in teacher education supports not only intellectual development but also emotional and moral growth which are vital for nurturing competent and resilient future educators, and The findings align with and extend theoretical perspectives e.g. Goleman's emotional intelligence and Zohar's spiritual intelligence models by demonstrating a practical application of these constructs in teacher training to ensure the smooth and remarkable functioning of the institution.

Implications of the Study

The study is based on multi-faceted implications: Educational Policy: Curriculum frameworks for teacher education should incorporate modules or programs that develop spiritual and emotional competencies, Teacher Preparation Programs: Institutions must recognize the value of emotional intelligence and spiritual insight in professional teacher identity formation and classroom effectiveness, Professional Development: on-going training and workshops for pre-service and in-service teacher trainees can incorporate elements of the spiritual intelligence package to build emotional resilience ethical sensitivity and classroom empathy, and School Culture: Cultivating emotionally intelligent educators contributes to more supportive inclusive and emotionally safe learning environments. In this way creating a different educational, meaningful environment, an institution can become the role model for all.

Limitations of the Study

This study had certain limitations despite its significance: The sample size was relatively small and limited to a specific geographical and institutional context affecting the generalizability of the results, The quasi-experimental design while strong in practical application does not offer the full rigor of random assignment, and Long-term effects of the intervention were not examined follow-up studies would be necessary to determine the sustainability of gains in emotional intelligence.

Endorsements for Practice

The study recommends healthy practices for strengthening components of spiritual and emotional intelligences: Institutional Adoption: Teacher education colleges should pilot and adapt the spiritual intelligence package as part of their training curricula, Training Modules: Incorporate structured reflective practices guided meditations value-based discussions and spiritual storytelling into existing emotional intelligence programs, and Mentorship: Establish mentorship models where emotionally and spiritually mature faculty can guide trainees in developing these competencies.

Recommendations for Future Research

In this context, the study can be suggested a few areas to carry out the research in a scientific way: Conduct longitudinal studies to assess the lasting effects of spiritual intelligence training on emotional development, Expand the research to include diverse populations cultural contexts and academic disciplines, Investigate the impact of spiritual and emotional intelligence on student outcomes teacher retention and classroom management, and Explore the development of digital or blended versions of the spiritual intelligence package for wider accessibility and integration into online learning environments.

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