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Spiritual Intelligence among Prospective Teachers in Relation to Their Personal Stress



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Abstract

This study examines the spiritual intelligence of prospective teachers in relation to their stress. The sample of the study comprised of 400 prospective teachers randomly from HNB Garhwal University. The tools used for the study are Roqan Spiritual Intelligence Test (developed by Prof. Roquiya Zainuddin and Anjum Ahmed) and Personal stress source inventory (developed by Arun Kumar Singh). The study indicates spiritual intelligence is partially negatively and partially positively correlated with stress among prospective teachers.

Keywords: Spiritual Intelligence and Personal Stress.

Introduction

Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life force of evolution. If the evolution of life from stardust to mineral, vegetable, animal, and human existence implies some form of intelligence rather than being a purely random process, it might be called spiritual. Spiritual intelligence emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul, and spirit (Vaughan2003).

Present condition of human life is full of hassles, deadlines, anxiety, frustration, depression, demands, stress, and materialism. As far as material necessities are concerned, the human civilization at present moment is very much advanced in living comfortably, but still we are not happy, because we are missing the point. The material comforts of life alone are not sufficient to make us happy. The vivid ex-ample is America: the richest nation of the world, having all facilities for material comfort, is producing a class of men completely confused and frustrated in life. Parabhupada (1950) stressed that according to Vedic knowledge all mundane philosophers, religionists, and people in general, who are constantly suffering from the threefold miseries of material existence, can get freedom from all such troubles simply by chanting and glorifying the holy name, fame, and pastimes of the supreme Lord. The role of spiritual education is very important for a balanced personality of a teacher. A teacher occupies an important place in the development of a child. He should be spiritually balanced, possess high values and should be able to endure stress. The prospective teachers who work at various levels of education will have great responsibility to modify the behaviour of students and societies. According to Sri Aurobindo education should be integral, so that it develops the physical, mental, vital, psychic and spiritual aspects of the human personality. Tagor considered that God pervades in every particle of the nature, and felt that the ultimate aim of the human life is to experience this spiritual unity which is the supreme aim or function of education.

Researches related to Spiritual Intelligence

Tiwari (2014) studied Spiritual Intelligence and Mindfulness of 100 Secondary School Teachers in Relation to their Psychological well being. The findings of the study revealed a significant positive relationship between these variables. A significant difference was observed between spiritual intelligence and mindfulness of public school and government aided secondary school teachers. But insignificant difference was found between psychological well-being of public school and government aided secondary school teachers. The study also indicated that spiritual

intelligence, mindfulness and psychological well-being of secondary school teachers were not influenced by gender. **Singh and Sinha (2013)** studied on Impact of Spiritual Intelligence on Quality of Life of 303 executive with adequate representation at junior, middle and senior levels. The conclusions of the study were as follows:

1. Officers in higher age had relatively higher spiritual intelligence as compared the younger group.
2. Spiritual Intelligence of males being very slightly higher than lady officers.
3. Quality of Life was higher in most of cases where spiritual intelligence was high.

Rani, Ghani and Ahmad (2013) a qualitative studied on the impact of spiritual intelligence in reducing job stress of three lecturers ranging 30-37 in ages and between 5-9 years in teaching experience were interviewed using open-ended, face to face interviews. The data was analyzed using qualitative methodology and reported. The results showed that each lecturer experienced a deep meaningful feeling when practice their own way of spirituality that can overcome their stressful feeling at work in Malaysia University. **Zahid (2013)** in his study titled as "A Study of Spiritual Intelligence and Pupil Teachers". He carried out 100 pupil teachers of Haryana state. Researcher found B.Ed male and female both pupil teachers are more spiritually intelligent than M.Ed students respectively. **Kaur and Singh (2013)** studied Relationship Among Emotional Intelligence, Social Intelligence, Spiritual Intelligence And Life Satisfaction Of Teacher Trainees. The research was carried out on random sample of 60 teacher trainees of Abohar tehsil (Punjab). The conclusion was that social intelligence and spiritual intelligence are highly related to each other if emotional intelligence and life satisfaction are having constant. If Spiritual Intelligence is held content it has some effect on correlation between other measures. If Spiritual Intelligence is held constant the relationship between other measures is considerably affected. If both Social Intelligence and Spiritual Intelligence are held constant the effect of both the variables can be observed to be considerable. **Joshi (2013)** studied on "Spiritual Intelligence, Emotional Intelligence related Abilities and Happiness of Prospective Teachers in relation to some Socio-Familial and Educational Variables." The sample consisted of 300 prospective teachers of the session of 2006-2007 of Kumaun University, Nainital. The main conclusions of the study were as follows:

1. The scores pertaining to the three variables mentioned above are approximately normally distributed with regard to the sample prospective teachers taken in to consideration in this investigation.
2. Female prospective teachers are higher in their Spiritual intelligence as compared to male prospective teachers.
3. Unreserved category of Hindu prospective Teachers tends to be significantly higher in

spiritual intelligence as compared to the reserved category of Hindu teacher trainees.

4. Commerce stream prospective teachers are significantly higher spiritual intelligence as compared to art stream and science stream prospective teachers respectively.
5. Art stream and science stream prospective teachers do not differ in their spiritual intelligence.
6. The trend is the higher the academic achievement the higher is the spiritual intelligence.

Spiritual Intelligence, Emotional Intelligence and Happiness of prospective teachers bear significantly positive relationship with one another. **Gupta (2012)** carried out the relationship of spiritual intelligence and emotional intelligence with self-efficacy and self regulation among 80 college students. Participants (Girls Students=40, Boys Students=40) were drawn from Kurukshetra University, Kurukshetra. Data analysis involved the use of product moment method of correlation and t-test. The results indicate that independent variables (Spiritual Intelligence, Emotional Intelligence) are positively and significantly correlated with dependent variables (Self-efficacy, Self-regulation). The research found that a significant difference exists among male students and female students in terms of emotional intelligence, self efficacy and self regulation. The research found that significant differences don't exist among male and female students in terms of certain dimensions of spiritual intelligence but significant difference exists in terms of total spiritual intelligence. Results found in case of male students and female students underline the importance of training in spiritual intelligence as well as emotional intelligence especially for female students because gender plays significant role in it. Males are better in terms of spiritual intelligence, emotional intelligence and as a result more self efficient and self regulated as comparison to females. **Allah Du, Mazdarni and Ghasemain (2012)** studied on the relationship between spiritual intelligence and stress of 120 elementary, middle and high school teachers in Bandargaz, Iran. The result shows a significant inverse relationship between spiritual intelligence and stress of teachers. **Khadivi, Adib and Farhangpour (2012)** studied the relationship between spiritual intelligence and self –esteem with student's educational improvement of 357 third grade high school students of Tabriz. The results of the study showed that there is a significant and direct relationship between spiritual intelligence and student's self –esteem and there was insignificant relationship between spiritual intelligence and student's educational improvements however the study showed that the spiritual intelligence of boys and girls is the same. Girls' self-esteem is more than boys, but boys educational improvements more than girls. **Babanazari, Askari and Honarmand (2012)** studied on relationship between spiritual intelligence and happiness of 221 high students of Shiraz. The results showed that there is a significant relationship between spiritual intelligence and happiness. The

results of regression analysis showed that awareness, sensing, mystery sensing, value sensing and community sensing significantly anticipated happiness. **Tongse (2012)** studied effect of spiritual intelligence on creativity of the 250 trainee teachers of Vidharbha. The results showed there was influences of spiritual intelligence on the creativity among the urban boys, among urban girls and among rural boys. **Joshi (2008)** in her study titled as "study of Spiritual intelligence and Emotional Intelligence Related abilities of Teacher Trainees in relation to their Gender and some socio-educational factors". The sample consisted of 350 Teacher Trainees of Kumaun University Nainital in the academic year 2004-2005. The main conclusions of the study were as follows:

1. The scores pertaining to the two variables namely emotional intelligence and spiritual intelligence are approximately normally distributed with regard to the sample teacher trainees taken into consideration in this investigation.
2. Spiritual intelligence is a gender free construct.
3. Caste Hindu teacher trainees are higher in their spiritual intelligence as compared to Non Caste Hindu teacher trainees.
4. Art stream teacher trainees are significantly higher with regard to the spiritual intelligence ability concerned as compared to science stream teacher trainees.
5. Art stream and commerce stream trainees do not differ in their spiritual intelligence.
6. Science stream and commerce stream teacher trainees do not differ in their spiritual intelligence.
7. Spiritual intelligence is similar in various academic achievements wise groups of teacher trainees.
8. Emotional intelligence is positively and significantly related with Spiritual intelligence.
9. In case of high achievers and moderate achievers teacher trainees the two construct namely emotional intelligence and spiritual intelligence are not related to one another.
10. The percentage of male teacher trainees is significantly higher than female teacher trainees among the lowly spiritually intelligent teacher trainees.
11. The percentage of Caste Hindu teacher trainees is significantly higher than Non Caste Hindu teacher trainees among the lowly spiritually intelligent teacher trainees.
12. The percentage of Art stream teacher trainees is significantly higher than Commerce stream teacher trainees among the lowly spiritually intelligent teacher trainees.
13. The percentage of Art stream teacher trainees is significantly higher than Science stream teacher trainees among the lowly spiritually intelligent teacher trainees.
14. Academic achievement wise two group namely very high achiever teacher trainees and high achiever teacher trainees do not differ in their percentage among the lowly spiritually intelligent teacher trainees.

15. The percentage of very high achiever teacher trainees is significantly higher than moderate achiever teacher trainees among the lowly spiritually intelligent teacher trainees.
16. Male teacher trainees and female teacher trainees do not differ in their percentage among the highly spiritually intelligent teacher trainees.
17. The percentage of Caste Hindu teacher trainees is significantly higher than Non Caste Hindu teacher trainees among the highly spiritually intelligent teacher trainees.
18. The percentage of Arts stream teacher trainees is significantly higher than Commerce teacher trainees among the highly spiritually intelligent teacher trainees.
19. The percentage of Arts stream teacher trainees is significantly higher than Science stream teacher trainees among the highly spiritually intelligent teacher trainees.
20. Academic achievement wise two group namely very high achiever teacher trainees and high achiever teacher trainees do not differ in their percentage among the highly spiritually intelligent teacher trainees.
21. The percentage of very high achiever teacher trainees is significantly higher than moderate achiever teacher trainees among the highly spiritually intelligent teacher trainees.
22. Science stream teacher trainees and commerce stream teacher trainees do not differ in their percentage among the highly spiritually intelligent teacher trainees.

Bansal (2007) studied on how EQ and SQ affected the science achievement of the 200 male 11th class of UP board secondary college students. The results showed that high positive correlation between science achievement and emotional intelligence and very high positive correlation between science achievement and spiritual intelligence. **Gariya (2005)** carried out a study on the Intellectual ability, Emotional Intelligence and Spiritual Intelligence of post graduate students in relation to their gender, academic stream and academic attainments the researcher found the conclusions of the study were as follows:

1. Spiritual Intelligence is a gender free construct.
2. Science stream students are significantly higher in Spiritual Intelligence than arts stream students.
3. Art stream students and commerce stream students do not differ in their Spiritual Intelligence.
4. Commerce stream students and science students do not differ in their spiritual intelligence.
5. Very high achievers are significantly higher in spiritual intelligence as compared to the Average achievers and below average achievers respectively.
6. Above Average achievers are significantly higher in Spiritual Intelligence as compared to the Average Achievers.
7. Academic Attainments do not differ in their spiritual Intelligence.

8. The trend is the higher the intellectual Ability the higher is the spiritual intelligence and vice –versa.
9. Emotional Intelligence and Spiritual Intelligence are not related to one another.

Objectives

To find out relationship between spiritual intelligence and stress of prospective teachers on the basis of gender, academic stream, category and locality.

Hypotheses

1. There is no significant relation between spiritual intelligence and stress of Male prospective teachers.
2. There is no significant relation between spiritual intelligence and stress of Female prospective teachers.
3. There is no significant relation between spiritual intelligence and stress of science prospective teachers.
4. There is no significant relation between spiritual intelligence and stress of non science prospective teachers.
5. There is no significant relation between spiritual intelligence and stress of reserved category prospective teachers.
6. There is no significant relation between spiritual intelligence and stress of General category prospective teachers.

7. There is no significant relation between spiritual intelligence and stress of rural prospective teachers.
8. There is no significant relation between spiritual intelligence and stress of urban prospective teachers.
9. There is no significant relation between spiritual intelligence and stress of total prospective teachers.

Methodology

The present research attempts to study about spiritual intelligence of prospective teachers in relation to their stress. The nature of the problem /study allow us to use the descriptive field survey type of research and include composite characteristic of causal comparative and co- relational survey research. The sample of the study comprised of 400 prospective teachers (181 male and 219 female) randomly from HNB Garhwal University. The tools used for the study are Roqan Spiritual Intelligence Test (developed by Prof. Roquiya Zainuddin and Anjum Ahmed) and Personal stress source inventory (developed by Arun Kumar Singh). The collected data were treated with Product Moment Correlation (r).

Results and Discussion

Study of relationship between Spiritual intelligence and Stress of prospective teachers

Table-1
Correlation between SI & Stress of the Male Prospective Teachers

Variable	SI	Inner Self	Inter Self	Biostoria	Life Perspectives	Spiritual Actualization	Value Orientation	Total Spiritual Intelligence
Stress	R	.003	-.001	-.073	-.056	-.147	-.201	-.129
	p	.967	.990	.329	.456	.048	.007	.085
	N	181	181	181	181	181	181	181

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Since p value is less than 0.01, the null hypothesis is rejected at 1% level of significance. Hence, it is concluded that there is significant relationship between Value Orientation aspect of SI and Stress of male prospective teachers. The co-efficient of correlation between Value Orientation aspect of SI and Stress; of male prospective teachers is -0.201. It indicates 20% negative relationship between Value Orientation aspect of SI and Stress, which is significant at 1% level. Further p value is less than 0.05; the null hypothesis is rejected at 5% level of

significance. Hence, it is concluded that there is a significant relationship between Spiritual Actualization aspect of SI and Stress of male prospective teachers which is significant at 5% level. Hence the null hypothesis is rejecting at 5% level of significance. The p value is greater than 0.05 for other remaining aspects of SI and Stress, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant correlation between remaining aspects of SI and Stress of male prospective teachers.

Table-2
Correlation between SI & Stress of the Female Prospective Teachers

Variable	SI	Inner Self	Inter Self	Biostoria	Life Perspectives	Spiritual Actualization	Value Orientation	Total Spiritual Intelligence
Stress	r	-.136	.033	-.011	.015	-.023	-.049	-.027
	p value	.044	.631	.869	.825	.738	.475	.691
	N	219	219	219	219	219	219	219

* Correlation is significant at the 0.05 level

Since p value is less than 0.05, the null hypothesis is rejected at 5% level of significance. Hence, it is concluded that there is significant

relationship between Inner Self aspect of SI and Stress of female prospective teachers. The co-efficient of correlation between Inner Self aspect of SI

and Stress; of female prospective teachers is -0.136. It indicates 14% negative relationship between Inner Self aspect of SI and Stress, which is significant at 5% level. The p value is greater than 0.05 for other remaining aspects of SI and Stress, the null

hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant correlation between remaining aspects of SI and Stress of female prospective teachers.

Table-3
Correlation between SI & Stress of the Science Prospective Teachers

Variable	SI	Inner Self	Inter Self	Biostoria	Life Perspectives	Spiritual Actualization	Value Orientation	Total SI
Stress	r	-.094	-.030	-.183	-.117	-.161	-.133	-.162
	p value	.209	.693	.013	.115	.030	.073	.029
	N	182	182	182	182	182	182	182

*. Correlation is significant at the 0.05 level

Since p value is less than 0.05, the null hypothesis is rejected at 5% level of significance. Hence, it is concluded that there is significant relationship between Biostoria aspect of SI & Stress; Spiritual Actualization aspect of SI & Stress; and Overall Spiritual Intelligence & Stress of the prospective teachers having science. The co-efficient of correlation between Biostoria aspect of SI & Stress; Spiritual Actualization aspect of SI & Stress; and Overall Spiritual Intelligence & Stress of the prospective teachers having science is -0.183, 0.161 and -0.162 respectively. It indicates 18% negative

relationship between Biostoria aspect of SI and Stress, 16% negative relationship between Spiritual Actualization aspect of SI and Stress, 16% negative relationship between total SI and Stress of the prospective teachers having science, which is significant at 5% level. The p value is greater than 0.05 for other remaining aspects of SI and Stress, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant correlation between remaining aspects of SI and Stress of prospective teachers having science.

Table-4
Correlation between SI & Stress of the Non Science Prospective Teachers

Variable	SI	Inner Self	Inter Self	Biostoria	Life Perspectives	Spiritual Actualization	Value Orientation	Total Spiritual Intelligence
Stress	r	-.079	.053	.076	.039	-.012	-.107	-.010
	p value	.246	.435	.265	.571	.864	.114	.878
	N	218	218	218	218	218	218	218

Since p value is greater than 0.05 for overall SI and its dimensions and Stress, the null hypothesis is accepted at 5% level of significance. Hence it is

concluded that there is no significant correlation between overall SI and its dimensions and Stress of prospective teachers having non-science.

Table-5
Correlation between SI & Stress of the Reserved Prospective Teachers

Variable	SI	Inner Self	Inter Self	Biostoria	Life Perspectives	Spiritual Actualization	Value Orientation	Total Spiritual Intelligence
Stress	r	-.090	-.017	-.171	-.111	-.166	-.163	-.167
	p value	.233	.824	.023	.144	.028	.030	.027
	N	176	176	176	176	176	176	176

*. Correlation is significant at the 0.05 level

Since p value is less than 0.05, the null hypothesis is rejected at 5% level of significance. Hence, it is concluded that there is significant relationship between Biostori & Stress; Spiritual Actualization & Stress; Value Orientation & Stress; and Overall Spiritual Intelligence & Stress of the prospective teachers belonging reserved category. The co-efficient of correlation between Biostori & Stress; Spiritual Actualization & Stress; Value Orientation & Stress; and Overall Spiritual Intelligence Stress of the prospective teachers belonging reserved category is -0.171, -0.166, -0.16 and -0.17

respectively. It indicates 17% negative relationship between Biostoria and Stress, 16% negative relationship between Spiritual Actualization and Stress, 16% negative relationship between total SI and Stress of the prospective teachers belonging reserved category, which is significant at 5% level. The p value is greater than 0.05 for other remaining aspects of SI and Stress, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant correlation between remaining aspects of SI and Stress of prospective teachers belonging reserved category.

Table-6
Correlation between SI & Stress of the General Prospective Teachers

Variable	SI	Inner Self	Inter Self	Biostoria	Life Perspectives	Spiritual Actualization	Value Orientation	Total Spiritual Intelligence
Stress	r	-.080	.047	.060	.052	-.010	-.070	.004
	p value	.232	.484	.375	.439	.878	.300	.954
	N	224	224	224	224	224	224	224

Since p value is greater than 0.05 for overall SI and its dimensions, and Stress, the null hypothesis is accepted at 5% level of significance. Hence it is

concluded that there is no significant correlation between overall SI and its dimensions and Stress of prospective teachers belonging general category.

Table-7
Correlation between SI & Stress of the Rural Prospective Teachers

Variable	SI	Inner Self	Inter Self	Biostoria	Life Perspectives	Spiritual Actualization	Value Orientation	Total Spiritual Intelligence
Stress	r	-.265**	-.025	-.071	-.089	-.208	-.183	-.201
	p value	.003	.781	.434	.322	.020	.041	.025
	N	125	125	125	125	125	125	125

** . Correlation is significant at the 0.01 level

*. Correlation is significant at the 0.05 level

Since p value is less than 0.01, the null hypothesis is rejected at 1% level of significance. Hence, it is concluded that there is significant relationship between Inner Self aspect of SI and Stress of rural prospective teachers. The co-efficient of correlation between Inner Self aspect of SI and Stress; of rural prospective teachers is -0.265. It indicates 26% negative relationship between Value Orientation aspect of SI and Stress, which is significant at 1% level. Further p value is less than 0.05; the null hypothesis is rejected at 5% level of significance. Hence, it is concluded that there is a

significant relationship between Spiritual Actualization aspect of SI & Stress; Value Orientation aspect of SI & Stress; and overall Spiritual Intelligence and Stress of rural prospective teachers which is significant at 5% level. Hence the null hypothesis is rejecting at 5% level of significance. The p value is greater than 0.05 for other remaining aspects of SI and Stress, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant correlation between remaining aspects of SI and Stress of rural prospective teachers.

Table-8
Correlation between SI & Stress of the Urban Prospective Teachers

Variable	SI	Inner Self	Inter Self	Biostoria	Life Perspectives	Spiritual Actualization	Value Orientation	Total Spiritual Intelligence
Stress	r	.006	.040	-.025	.006	-.007	-.089	-.008
	p value	.920	.511	.678	.919	.902	.143	.892
	N	275	275	275	275	275	275	275

Since p value is greater than 0.05 for overall SI and its dimensions, and Stress, the null hypothesis is accepted at 5% level of significance. Hence it is

concluded that there is no significant correlation between overall SI and its dimensions and Stress of prospective teachers belonging urban locality.

Table-9
Correlation between SI & Stress of the Total Prospective Teachers

Variable	SI	Inner Self	Inter Self	Biostoria	Life Perspectives	Spiritual Actualization	Value Orientation	Total Spiritual Intelligence
Stress	r	-.086	.018	-.041	-.023	-.078	-.122	-.075
	p value	.087	.716	.415	.640	.121	.015	.135
	N	400	400	400	400	400	400	400

*. Correlation is significant at the 0.05 level

Since p value is less than 0.05, the null hypothesis is rejected at 5% level of significance. Hence, it is concluded that there is significant relationship between Value Orientation aspect of Spiritual Intelligence and Stress of the total prospective teachers. The co-efficient of correlation

between Value Orientation dimension of Spiritual Intelligence and Stress of the total prospective teachers is -0.122. It indicates 12 % negative relationship between Value Orientation aspect of Spiritual Intelligence and Stress, of the total prospective teachers, which is significant at 5% level.

The p value is greater than 0.05 for other remaining aspects of SI and Stress, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant correlation between remaining aspects of SI and Stress of total prospective teachers. The research of present study partially contradicts the research done by Allah, Du. and et.al (2012) who explored the significant inverse relationship between spiritual intelligence and stress of teachers. The present study reveals that there is no significant relationship between spiritual intelligence and stress except Value Orientation aspect of Spiritual Intelligence.

Findings

1. The correlation values between Spiritual Intelligence and Stress of male prospective teachers were found to be significant in the case of-
 - (a) Negative relationship between Spiritual Actualization aspect of Spiritual Intelligence and Stress and is significant at 5% level.
 - (b) Positive relationship between Value Orientation aspect of Spiritual Intelligence and Stress and is significant at 1% level.
2. The correlation values between Spiritual Intelligence and Stress of female prospective teachers were found to be significant in the case of-
 - (a) Negative relationship between Spiritual Actualization aspect of Spiritual Intelligence and Stress and is significant at 5% level.
3. The correlation values between Spiritual Intelligence and Stress of Science prospective teachers were found to be significant in the case of-
 - (a) Negative relationship between Biostoria, Spiritual actualization aspects of Spiritual Intelligence and Stress and is significant at 5% level.
 - (b) Negative relationship between Overall Spiritual Intelligence and Stress and is significant at 5% level.
4. There was no significant correlation values were found between Spiritual Intelligence and Stress of Non-Science prospective teachers.
5. The correlation values between Spiritual Intelligence and Stress of Reserved prospective teachers were found to be significant in the case of-
 - (a) Negative relationship between Biostoria, spiritual actualization, value orientation aspects of Spiritual Intelligence and Stress and is significant at 5% level.
 - (b) Negative relationship between Overall Spiritual Intelligence and Stress and is significant at 5% level.
6. There was no significant correlation values were found between Spiritual Intelligence and Stress of general prospective teachers.
7. The correlation values between Spiritual Intelligence and Stress of Rural prospective teachers were found to be significant in the case of-

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- (a) Negative relationship between Inner Self aspect of Spiritual Intelligence and Stress and is significant at 1% level.
- (b) Negative relationship between Spiritual Actualization Value Orientation aspects of Spiritual Intelligence and Stress and is significant at 5% level.
- (c) Negative relationship between Overall Spiritual Intelligence and Stress and is significant at 5% level.
8. There was no significant correlation values were found between Spiritual Intelligence and Stress of urban prospective teachers.
9. The correlation values between Spiritual Intelligence and Stress of Total prospective teachers were found to be significant in the case of-
 - (a) Negative relationship between Value Orientation aspect of Spiritual Intelligence and Stress and is significant at 5% level

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