

Correlative Study of Spiritual Intelligence and Emotional intelligence of Higher Education Student

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Abstract:

An attempt has been made to find out status and correlation between emotional intelligence and spiritual intelligence of Higher Secondary Education students. The sample for the present study comprised of 100 Higher Secondary Education students selected from Jagdamba education societies students of Arts Science College district Nashik. Random sampling was used for selection of sample. Standardized test of spiritual intelligence developed by Dr. Zaki Akhtar . Standardized test of Emotional intelligence developed by Dr.Vandana Kaushik & Dr. Namrata Arora Charpe was administered to the sample by investigator the independent variable were i)gender ii) faculty (Arts and Science) and the dependent variable was i) emotional intelligence ii) spiritual intelligence. For purpose of analysis and interpretation of data descriptive and inferential statistics technique like Mean,S.D.skewness, kurtosis, correlation and t-test were used. The findings of the study were a) only 21% students of higher education have high Spiritual intelligence. b) Emotional intelligence of female of Art faculty group found higher than rest of science group. C) Correlation between spiritual and emotional intelligence of higher education students is in strong positive proportion

Background:

Since ancient times, appointments to important positions in royal courts were made on the basis of candidates' thinking ability, reasoning power, and problem-solving skills. A person's greatness, superiority, and prosperous life largely depend upon the level of intelligence they possess. Intelligence refers to the ability to think, reason, solve problems, and acquire knowledge. Greek philosophers Plato and Aristotle considered intellect to be the central element of human life. In India, the Vedas, Upanishads, and Nyayashastra also emphasized the importance of reasoning and logical thinking.

In the 19th century, Francis Galton proposed the idea of measuring intelligence. Later, Alfred Binet and Theodore Simon developed the first intelligence test. The concept of Intelligence Quotient (IQ) is still widely used in education, employment, and Psychology. However, intellectual intelligence alone does not guarantee that a person will lead a happy, prosperous, healthy, enjoyable, and self-satisfied life.

Over the past few decades, it has been observed that even individuals with high IQ, holding prestigious positions and social status, are not necessarily emotionally, mentally, or socially satisfied. Psychologists realized that along with intellectual intelligence, emotional intelligence must also be given importance in a person's life. Although intellectually talented individuals may achieve honourable positions, jobs, and material comforts, emotional imbalance often makes them unstable, stressed, and internally lost.

Recognizing this emotional imbalance, Howard Gardner proposed the “Multiple Intelligences Theory” in 1983. This theory emphasized the ability to recognize, understand, and manage one’s own emotions as well as those of others. Building upon this, Daniel Goleman introduced the concept of “Emotional Intelligence.” According to this concept, for an individual to lead a happy, healthy, successful, socially accepted, and fulfilling life, it is not enough to be intellectually intelligent; one must also be emotionally balanced and enriched.

However, many philosophers, psychologists, and thinkers in society observed that even renowned intellectuals and people working in high positions in social, political, and spiritual fields often fail to understand the true meaning of life, life values, and self-awareness. Individuals who prioritize material pleasures often neglect inner satisfaction. Due to the growing influence of Western lifestyles, modern human life appears surrounded by wealth, money, and material comforts, yet people still feel mentally, emotionally, and spiritually empty or disconnected.

The major reason behind this condition is the lack of self-awareness and clearly defined life values. Psychologists termed this as “Spiritual Intelligence” or a low “Spiritual Quotient (SQ).” In today’s world, especially among youth, it has become essential not only to achieve material prosperity but also to maintain emotional and spiritual balance. Therefore, to understand the relationship between emotional and spiritual intelligence among college youth, the researcher selected the topic “A Study of the Correlation between Emotional and Spiritual Intelligence among College Students” for research purposes.

Importance of the Study:

1. Due to this study we will get information about level of spiritual intelligence of higher education student
2. Due to this study we will get information about level of emotional intelligence of higher education student.
3. Due to this study we will get information about whether there is a significant difference in the mean score of spiritual and emotional intelligence of
 - Male student of science faculty of higher education
 - Female student of science faculty of higher education
 - Male student of art faculty of higher education
 - Female student of art faculty of higher education

Conceptual Definitions of key terms: -

Emotional intelligence: - The ability to perceive, understand, and manage one’s own emotions and relationships. It involves being aware of emotions in oneself and others and using this awareness to guide thinking and behavior.

Spiritual Intelligence: - “The intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wider, richer, meaning-giving context.”

Operational Definitions of Key terms: -

Higher Education Student.

One who is enrolled or attend the class of graduate degree of Art and science faculty after completing gr-

aduate or Post graduate.

Objectives: -

- a. To Measure the level of Spiritual Intelligence of Higher Education Student.
- b. To Measure the level of Emotional Intelligence of Higher Education Student.
- c. To find out the extent of relationship between Spiritual Intelligence and Emotional intelligence of Higher Education Student.

Hypothesis: -

The hypothesis set for the study was as follow: -

1. There exists a significant difference in the mean score of spiritual and emotional intelligence of Higher Education Student.
2. There exists a significant difference in the mean score of spiritual and emotional intelligence of science and art faculty student of higher education.
3. There exists a significant difference in the mean score of Spiritual intelligence between
 - Male student of science and art faculty of higher education.
 - Female student of science and art faculty of higher education.
4. There exists a significant difference in the mean score of Emotional intelligence between
 - Male student of science and art faculty of higher education.
 - Female student of science and art faculty of higher education.

Method: -

The Methodology adopted for measuring spiritual and emotional intelligence of higher education student is **Normative Survey Method**.

Tools:-

The following tools were used to measuring spiritual and emotional intelligence of higher education Standardized spiritual intelligence scale constructed & validated by Dr. Zaki Akhtar (Jamshedpur) was used for the present study to measure the spiritual intelligence of

Higher education students. Validity & reliability of test is 0.72 & 0.78

The emotional intelligence scale standardized by Dr. Vandana Kaushik & Dr. Namrata Arora Charpe has been used for the present study to measure the level of management of stress of student teacher. Reliability of test is 0.87

Sample: - The Present study was conducted on a total sample of 100 students of Jagdamba Education society's SND college of Art and Science college at Yeola. dist. Nashik (Maharashtra state). The sample was selected using stratified random sampling technique giving due representation to both the sexes (male and female).

Analysis & Interpretation: -

A preliminary analysis had done to see whether the dependent variable spiritual and emotional intelligence is normally distributed. important statistical constant such as Mean, Standard Deviation, kurtosis, Skewness, Correlation & 't' value were computed for the total sample. Summary of statistical details presented in table no.1

Table -1
Spiritual intelligence level of Higher education Students

Group	N	High	Average	Low
Whole	100	21	45	34
Male	50	05	23	22
Female	50	16	22	12
Art	50	09	24	17
Science	50	12	21	17

In Table No.1 Spiritual intelligence level of students of higher education is shown. While considering spiritual intelligence of whole group it has been found that 21% students of higher education have high Spiritual intelligence. More than 65% students in each sub group are under average to low level. 32% female student's group spiritual intelligence level is found high which is higher than other subgroups. Only 10% male students are found having high spiritual intelligence level.

Table -1
Emotional intelligence level of Higher education Students

Group	N	High	Average	Low
Whole	100	16	40	44
Male	50	05	19	26
Female	50	11	21	18
Art	50	12	20	18
Science	50	04	20	26

In Table No.2 emotional intelligence level of students of higher education is shown. While considering emotional intelligence of whole group it has been found that 16% students of higher education have high emotional intelligence. More than 75% students in each sub group are under average to low level. 24% art faculty student's group emotional intelligence level is found high which is higher than other subgroups. Only 8% science students are found having high spiritual intelligence level.

Table -3
Mean, S.D., Sk. & Ku. Of Spiritual intelligence of higher education student

Group	N	Mean	S.D.	Ku	S.K.
Whole	100	310.5	26.70	0.211	0.561
Science	50	308.1	35.47	0.39	0.784

(Arts)	50	308.5	42	0.283	0.263
Male (Sci.)	25	285.7	38.78	0.279	1.51
Female (Sci.)	25	315.3	37.24	0.321	0.442
Male (Arts)	25	294.5	40.39	0.286	-0.211
Female (Arts)	25	343.5	39.14	0.168	1.057

In Table No. 3 Mean, Standard deviation, Skewness & Kurtosis of spiritual intelligence level of students of higher education is shown. Mean of Spiritual intelligence of whole group is 310.5 while considering mean of spiritual intelligence of sub groups it has been found that mean of female of Art faculty group is 343.5 which is higher than rest of other group. And mean of spiritual intelligence male science faculty group is 285.7 which is lower than all other group.

Regarding Standard deviation of spiritual intelligence of subgroups of students of higher education; It has been found that group of science faculty student of higher education is homogenous while group of Art student faculty students of higher education found heterogeneous. The value obtained for Skewness for whole with other sub group is positive except male of arts faculty students of higher education. Value for kurtosis except for whole and group of female of art faculty with other sub group are above the standard value 0.263 this means that distribution of group except whole & female group of art faculty is like platykurtic curve.

Table no. 4
Mean, S.D., Sk. & Ku. Of Emotional intelligence of higher education student

Group	N	Mean	S.D.	Ku	S.K.
Whole	100	63.1	9.96	0.396	-1.09
(Science)	50	60	17.21	0.212	-0.95
(Arts)	50	64.2	13.62	0.229	-0.87
Male(Sci.)	25	57.4	12.79	0.231	-0.92
Female (Sci.)	25	61.5	10.95	0.238	-1.05
Male (Arts)	25	63.4	12.53	0.362	-0.93
Female (Arts)	25	68.4	9.47	0.634	-0.16

In Table No. 4 Mean, Standard deviation, Skewness & Kurtosis of emotional intelligence level of students of higher education is shown. Mean of emotional intelligence of whole group is 63.1 while considering mean of emotional intelligence of sub groups it has been found that mean of female of Art faculty group is 68.4 which is higher than rest of other group. And mean of emotional intelligence of male science faculty group is 57.4 which is lower than all other group.

Regarding Standard deviation of emotional intelligence of subgroups of students of higher education; It has been found that group of females of Art faculty group student of higher education is homogenous while group of science faculty students of higher education found heterogeneous. The value obtained for Skewness for whole with other sub group is negative. Value for kurtosis except for whole and male and female group of art faculty with other sub group are above the standard value 0.263 this means that distribution of group except whole & and male and female group of art faculty is like leptokurtic curve.

Table No 5.
Correlation of spiritual & emotional intelligence of students

Group	N	Coefficient of Correlation (r)
Whole	100	0.81*
Science	50	0.52*
Arts	50	0.75*
Science (male)	25	0.69*
Science(female)	25	0.82*
Arts(male)	25	0.84*
Arts (female)	25	0.91*

* =Significant at 0.05 level

From table no.5 it is found that the coefficient of correlation between spiritual and emotional intelligence of higher education students is positive. Value is between 0.52to 0.91 & significant at 0.05 levels. It means that correlation is in positive strong proportion.

Table No 6:
Testing of Hypothesis – Significance of difference between the mean score of correlation of spiritual intelligence of students of higher education

	Group	N	M	(S.D.)	t- Value (0.05)
1	Science	50	308.1	35.47	0.072
	Art	50	308.5	42	
2	Male (Sci.)	25	285.7	38.78	2.744
	Female (Sci.)	25	315.3	37.24	
3	Male (Art)	25	294.5	40.39	4.33
	Female (Art)	25	343.5	39.14	
4	Male (Sci.)	25	285.7	38.78	0.79
	Male (Art)	25	294.5	40.39	
5	Female (Sci.)	25	315.3	37.24	2.591
	Female (Art)	25	343.5	39.14	

In table no. 7 ‘t’ value is calculated regarding spiritual intelligence score of the higher education student’s various group. No significant difference found in spiritual intelligence score of higher education students’ various group except male group of science and art faculty. This means that null hypothesis is accepted and there is no significance difference spiritual intelligence of higher education students’ various group except male group of science and art faculty

Table No 7:
Testing of Hypothesis – Significance of difference between the mean score of correlation of emotional intelligence of students of higher education

	Group	N	M	(S.D.)	t- Value (0.05)
1	Science	50	60	17.21	1.353

	Art	50	64.2	13.62	
2	Male (Sci.)	25	57.4	12.79	1.22
	Female (Sci.)	25	61.5	10.95	
3	Male (Art)	25	63.4	12.53	1.59
	Female (Art)	25	68.4	9.47	
4	Male (Sci.)	25	57.4	12.79	1.828
	Male (Art)	25	63.4	12.53	
5	Female (Sci.)	25	61.5	10.95	2.381
	Female (Art)	25	68.4	9.47	

In table no.8 't' value is calculated Significant difference found in emotional intelligence score of higher education students of male and female group of science and art faculty group and no significant difference found in science and art faculty student. This means that null hypothesis is accepted for science and art faculty student and there is significance difference emotional intelligence of male and female group of science and art faculty group.

Findings:-

- 21% students of higher education have high Spiritual intelligence.
- More than 65% students are under average to low level of spiritual intelligence.
- More than 75% students have emotional intelligence at average to low level. Only 8% science students are found having high spiritual intelligence level.
- Mean of spiritual intelligence of female of Art faculty group is 343.5 which is higher than rest of other group.
- Science faculty student of higher education are found homogenous regarding spiritual intelligence while Art faculty students are found heterogeneous.
- Emotional intelligence of female of Art faculty group found higher than rest of other group. Male science faculty group's emotional intelligence is lower than all other group.
- Regarding emotional intelligence; female of art faculty of higher education is found homogenous while group of science faculty found heterogeneous.
- Correlation between spiritual and emotional intelligence of higher education students is in strong positive proportion.
- There is no significance difference spiritual intelligence of higher education students' various group except male group of science and art faculty.
- Significant difference found in emotional intelligence score of higher education students of male and female group of science and art faculty group

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