



# A STUDY OF RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE OF THE STUDENTS STUDYING AT HIGHER EDUCATION LEVEL

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## Abstract

*Spiritual Intelligence and Emotional Intelligence is not a new Concept. This phenomenon always remains in our unconscious minded our success in life is due to this factor. Spiritual enhancement helps us to better adjustment with family and society also. The present study aimed to examine the relationship among Emotional Intelligence and Spiritual Intelligence of Students at the Higher Education level. This was Descriptive study using a Survey Method. The statistical population of the current study included all Students at Higher Education level.*

*Research instruments contained the Scale developed by the Trait Emotional Intelligence Questionnaire designed by Mangal Emotional Intelligence Inventory and the Spiritual Intelligence Inventory designed by Prof. Roquiya Zainuddin and Ms. Anjum Ahmed. The sample included 100 Students Studying at Higher Education level in Saharanpur District U.P; selected through a Simple Random Sampling Method. Data were analysed using the Pearson Correlation Coefficient. Results indicated that there was a significant relationship between Emotional Intelligence and Spiritual Intelligence, positively correlated the Students Studying at Higher Education level.*

**Keywords:** *Spiritual Intelligence, Emotional Intelligence, Education, Correlation.*

## INTRODUCTION

Emotional and Spiritual Intelligence are crucial factors in enhancing individuals knowledge and

academic achievement. This study aims to examine the Relationship between Spiritual Intelligence, Emotional Intelligence, and Student achievement. Spiritual and Emotional Intelligence are part of what makes human beings unique, allowing us to connect with others, explore deeper aspects of the human experience, and purpose in life. Emotional and Spiritual Intelligence are two different of Intelligence and two distinct forms of intelligence that relate to different aspects of the human experience.

Emotional Intelligence refers to the ability to recognize, understand, and manage one own emotions, as well as the emotions of others. It involves skills such as Emotional awareness, empathy, and effective communication, and is important for building positive relationships, managing stress, and navigating social interactions. Emotional Intelligence and Spiritual Intelligence are two distinct concepts that refer to different aspects of the human experience. While both forms of intelligence share some commonalities, such as



the importance of self-awareness and empathy, they are distinct forms of intelligence that relate to different aspects of the human experience. However, while Emotional and Spiritual Intelligence involve developing self-awareness and empathy, they differ in focus and scope. Emotional intelligence is primarily focused on recognizing and managing emotions, while Spiritual Intelligence is focused on recognizing and connecting with the deeper dimensions of human experience. By developing both Emotional and Spiritual Intelligence, individuals can cultivate a greater sense of connection with themselves and others, as well as a deeper sense of meaning and purpose in life.

### **Concept of Spiritual Intelligence**

In 2000 Donah Zohar and Marshall described the term in her book Spiritual Intelligence ultimate Intelligence. According to him Spiritual Intelligence gives the real meaning of life. Spiritual Intelligence is the most powerful ability of human which help to access Higher meaning of life values, real aim of life, permanent goals and unconscious aspects of self. Danah Zohar described three types of intelligence related to three types of capital. IQ represents our rational, logical and problem solving intelligence. IQ refers thinking style of any human being. Alfred Binet introduced the IQ concept in the early 20th century. EQ was conceptualized by Daniel Goleman in the mid-1980, which refers to the awareness of the feelings of own and other human beings.

### **Concept of Emotional Intelligence**

Emotional Intelligence refers to the capacity to recognize and manage our own feelings and to recognize and respond effectively to those of others there are various theorists who have developed different models of Emotional Intelligence. They are very similar but have a few variations in how they are structured. For the purposes of these lessons, we have chosen to use Daniel Goleman's model with four domains: self-awareness, self-management, social awareness and relationship management. This was originally developed in 1998 with five domains and redesigned in 2002 with four domains. "A study of relationship between Spiritual Intelligence, Emotional Intelligence and Mindfulness on cognitive flexibility among Higher secondary Students" was conducted by G.Umamageswari and Dr. Kalai (2020). This paper proved the influence of Spiritual intelligence,

Emotional intelligence and mindfulness over cognitive flexibility of 1,200 Higher secondary Students in Chennai district. It was quantitative correlational research and the statistical tools used were T-test, ANOVA, Pearson Correlation, Multiple Regression and Structural Equation Modelling (SEM). Indira Sharma and Ajit Upadhyaya (2019), in their research paper "Impact of Spiritual Intelligence and Emotional Intelligence on Learning with mediating effect of Curiosity" assessed 111 Students of Gwalior region. In this study, Regression analysis was applied to measure the causal relationship between these variables. The outcome disclosed that there was a positive and significant impact of



Spiritual intelligence and Emotional intelligence on learning and curiosity had a mediating effect. In the article on “Approaches of Happiness and Well-being in Psychology” by Cristina (2019), the author accepts Seligman’s theoretical model of well-being which in his opinion helps one to understand the elements which contribute to well-being and what people can do to maximize each element to reach a life full of happiness. “Roxana Omar Dev et al, (2018) in their study Emotional Intelligence, Spiritual Intelligence, Self- Efficacy and Health Behaviors. Implications for Quality Health” investigated the relationship between Emotional intelligence, Spiritual intelligence and self-efficacy on health behaviors among 400 undergraduate university Students in Malaysia. Pearson Correlation and Structural Equation Modeling were used to explore relationships between these aspects. The results revealed that Emotional intelligence and self-efficacy showed a partial mediation effect towards the relationship between Spiritual intelligence and Promoting health behavior. Dhiman (2017) Leaders with high Spiritual Intelligence and Emotional Intelligence demonstrate better decision-making, conflict resolution, and team management. Goleman & Davidson (2017) Mindfulness, meditation, and self-reflection practices enhance both Spiritual Intelligence and Emotional Intelligence.

According to Arcidiacono & Di Martino (2016), subjective well-being tends to see happiness as the result of personal efforts and achievements. Research by Mohammadi and Pour (2014) indicated that Spiritual Intelligence serves as a predictor of Emotional Intelligence in workplace settings. Employees with high Spiritual Intelligence exhibited greater Emotional self-control, stress management, and Social Awareness. Wigglesworth (2012) proposed that Spiritual Intelligence enhances Emotional Intelligence by promoting inner peace, reducing Emotional reactivity, and fostering a compassionate approach to interpersonal relationships.

**Need and Significance of the study:**

The study is needed and significance from several points of view not only in bringing excellence

among individual success or failure in work place and in life. Emotional intelligence (EI) forms the juncture at which cognition and emotion meet, it facilitates our capacity for resilience, motivation, empathy, reasoning, stress managements, communication and our ability to read and navigate a plethora of social situations and conflicts. EI matters and if cultivated affords one the opportunity to Realize a more fulfilled and happy life. Spiritual intelligence is an ability to access Higher meanings, values, abiding purposes and unconscious aspects of the self and to embed these meanings, values, and purposes in living richer and more creative lives.



### **Rationale of the Study**

The rationale for Studying the relationship between Spiritual intelligence (SI) and Emotional intelligence (EI) is based on the idea that both forms of intelligence influence personal well- being, decision-making, leadership, and interpersonal relationships. The most pressing dilemmas confronting individuals in contemporary society do not primarily revolve around biological sustenance, but rather social complexities. Human existence is intricately intertwined with societal structures. Society, as a conglomerate of individuals, can be delineated as a populace residing within a specific geographic domain who partakes in an ongoing framework of

behavior and relationships. An individual traverses through various developmental phases during their lifespan, encompassing infancy, and early childhood, later Childhood, adulthood, adolescence, and old age. Among these stages, adolescence emerges as a pivotal juncture wherein individuals are introduced to novel social obligations.

Consequently, it is imperative to guide and harness the vigor of adolescents towards fostering their capacity to contribute meaningfully to the societal fabric. In the NCERT Curriculum Framework for Secondary Education – 2000, 2005, one of the primary goals was to offer a comprehensive general Education to all Students until the completion of secondary Education, aiming to cultivate a mindset of continuous learning and to equip them with fundamental life skills and elevated levels of Intelligence Quotients (IQ), Emotional Intelligence (EQ), and Spiritual

Intelligence (SQ). In light of the aforementioned Objective established by NCERT, several inquiries arose in the curious mind of the researcher, such as the extent to which factors like EQ, SQ, and Attitude towards Academic Achievement impact secondary school Students. To what extent do they contribute to determining Students academic success, and how accurately can we forecast Students academic achievements based on these factors? Various Educational commissions and policies have also proposed recommendations to incorporate value

Education, particularly emphasizing Spiritual, moral, and Emotional values.

### **Statement of the Problem**

A study of relationship between Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.

### **Operational definition of related Terms**

Spiritual Intelligence comes from the Latin word Spiritus, Spiritual Intelligence is the multiple

ways of knowing for the interrogations of the inner life of mind and spirit work with the outer life of work in the world.

Emotional Intelligence according to Daniel Goleman(1995) Emotional Intelligence is a set of skills, attitudes, abilities and competencies that determine the individual's behavior, reaction, state of mind ,coping style and communication style.



### Objectives of the study

- 1.To Study the Spiritual Intelligence of the Students Studying at Higher Education level.
- 2.To Study the Emotional Intelligence of the Students Studying at Higher Education level.
- 3.To study the relationship between Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.
- 4.To Study the Relationship between The Inner self Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.
- 5.To Study the Relationship between The Inter Self Component of Spiritual Intelligence and Emotional Intelligence of the Student Studying at Higher Education level.
- 6.To Study the Relationship between Biostoria, Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.
- 7.To Study the Relationship between Life Perspectives, Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.
- 8.To Study the Relationship between Spiritual Actualization, Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.
- 9.To Study the Relationship between value Orientation ,Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.

### Hypotheses

- 1.There is no significant relationship between the Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.
- 2.There is no significant relationship between The Inner Self, Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.
- 3.There is no significant relationship between The Interself, Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level. .
- 4.There is no significant relationship between Biostoria, Component of Spiritual Intelligence and Emotional intelligence of the Student Studying at Higher Education level.
- 5.There is no significant relationship between Life perspectives, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.
- 6.There is no significant relationship between Spiritual Actualization, Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.



7. There is no significant relationship between Value Orientation, Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.

### **Delimitations of the Study**

1. The present Study has been confined to Students at Studying Higher Education level.
2. The present Study has been confined to Students at Studying Higher Education of MSU Saharanpur.
3. The present Study has been confined to Students at Higher Education of MSU Saharanpur Studying in Deoband.

### **Methodologies and Research Design variables**

**Independent variable** - Spiritual Intelligence

**Dependent variable** - Emotional Intelligence

### **Research Design**

Descriptive Research method will be used for the present study. This descriptive design demands certain sample and tools of research for the successful operation of the study. Below given is the details regarding the research tools and sample which are used in this study.

### **Tools Used**

Roqan Spiritual Intelligence constructed by Professor Rukaiya Zainuddin and Ms. Anjum Ahmed. Emotional Intelligence Inventory constructed by Dr. SK Mangal and Shubra Mangal.

### **Population and Sample**

All Higher Education Students Studying in MSU Saharanpur will constitute the population of the study. The study will be conducted on 100 Higher Education Students (regardless of the stream) including both male and female. The sample has been taken from two Higher Education (Colleges) Deoband. Two Colleges of Deoband have been selected lottery system. Deoband College of Higher Education Deoband Saharanpur and B.R. College of Higher Education & Technology Deoband Saharanpur.

### **Sampling Technique**

The present Study is descriptive nature. The sample of the present study consists of 100 Higher Education Students. The researchers used the randomization technique of Sampling to collect the data from two college of district Saharanpur U. P. The selection of colleges will done after obtaining the list of the college of Deoband and the applying the lottery system one section from each class B.A. and B.Sc. will selected via lottery system. 50 Students out of total 100 Students of B.A. and 50 Students out of total 100 student of B.Sc. were selected via systematic random sampling technique.



### Statistical Technique

Good data are important but what is done with them is equally important. In the present study the investigator has used correlation and most appropriate statistical techniques available in the treatment of data. Measure of central tendency mean. Standard deviation. Karl-Pearson's correlation coefficient (r).

### Analysis and Interpretation on of Data

Analysis and interpretation of the data collection. The main focus of the study, as has been previous the explicated is to map the dimension of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.

### Objective-wise analysis and interpretation of data.

#### Objective 1.

To Study the Relationship between Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level. It was hypothesized that there is no significant relationship between the Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.

**Table1. Correlation coefficient between Spiritual Intelligence and Emotional Intelligence of Students Studying at Higher Education level.**

Variables	Number	r-value	Level of Significance
Spiritual Intelligence	100	-0.510	NS
Emotional Intelligence	100		

Table value at 0.01 level=0.2539

Table value at 0.05 level = 0.1946

Correlation coefficient between Spiritual Intelligence and Emotional Intelligence of Students Studying at Higher Education level comes out to be -0.510. Thus there is so negative null hypothesis that there is not significant relationship between Spiritual Intelligence and Emotional Intelligence of Students Studying at Higher Education level is accepted.

#### Objective 2.

To study the relationship between the inner self component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level. It was hypothesized that there is no significant relationship between the inner self component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.



**Table 2. Correlation coefficient between the inner self component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.**

Dimensions	r-value	Level of significance
The Inner self, component of Spiritual Intelligence and Emotional Intelligence	0.152	NS

The Correlation coefficient between the inner self component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level comes out to be 0.152. Thus there is positive but negligible relationship between both the variables. So Null Hypotheses that there is no significant relationship between The Inner self, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level is accepted.

**Objective 3.**

To study the relationship between the inter self component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level. It was hypothesized that there is no significant relationship between the Inter self, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level. .

**Table 3. Correlation coefficient between the inter self component of Spiritual Intelligence and Emotional intelligence of the student Studying at Higher Education level.**

Dimensions	r-Value	Level of Significance
The Inter self, component of Spiritual Intelligence and Emotional Intelligence	-0.32	NS

Correlation coefficient between the inter self component of Spiritual Intelligence and Emotional intelligence of the student Studying at Higher Education level comes out to be -0.32. Thus there is negligible relationship between both the variables. So Null Hypotheses that there is no significant relationship between The Inter self, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level is accepted.

**Objective 4.**

To study the relationship between Biostoria, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level. It was hypothesized that there is no significant relationship between Biostoria, component of



Spiritual Intelligence and Emotional intelligence of the student Studying at Higher Education level.

**Table 4. Correlation coefficient between Biostoria, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level**

Dimensions	r-Value	Level of Significance
Biostoria, Component of Spiritual Intelligence	-0.881	NS
Emotional Intelligence		

Correlation coefficient between Biostoria, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level comes out to be -0.881. Thus there is negligible relationship between both the variables. So Null Hypotheses that there is no significant relationship between Biostoria, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level is accepted.

**Objective 5.**

To study the relationship between life perspectives, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level. It was hypothesized that there is no significant relationship between Life perspectives, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.

**Table 5. Correlation coefficient between life perspectives, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level**

Dimensions	r-Value	Level of significance
Life perspective component of Spiritual Intelligence and Emotional Intelligence	-0.506	NS

Correlation coefficient between life perspectives, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level comes out to be 0.506. Thus there is negligible relationship between both the variables. So Null Hypotheses that there is no significant relationship between Life perspective, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level is accepted.



**Objective 6.**

To study the relationship between Spiritual Actualization, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level. It was hypothesized that there is no significant relationship between Spiritual Actualization, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.

**Table 6. Correlation coefficient between Spiritual Actualization, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level**

Dimensions	r-Value	Level of significance
Spiritual Actualization, Component of Spiritual Intelligence and Emotional Intelligence	0.204	Significant at 0.05 level

Correlation coefficient between Spiritual Actualization, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level comes to be +0.204. Thus there is positive relationship between both the variables. So Null Hypotheses that there is significant relationship between Spiritual actualization, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level is rejected.

**Objectives 7.**

To study the relationship between value Orientation, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level. It was hypothesized that there is no significant relationship between value Orientation, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level.

**Table 7. Correlation coefficient between value Orientation, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level**

Variables	r-Value	Level of Significance
Value Orientation, Component of Spiritual Intelligence	-0.565	NS
Emotional Intelligence		



Correlation Coefficient between Value Orientation, Component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level comes to be -0.565. Thus there is negative relationship between both the variables. So Null Hypothesis that there is no significant relationship between Value orientation, component of Spiritual Intelligence and Emotional Intelligence of the Students Studying at Higher Education level is accepted.

### Conclusion

The aim of the present study was to assess the relationship between spiritual intelligence, emotional intelligence of the students studying at higher education. Spiritual intelligence refers to the ability to connect with a deeper sense of meaning, purpose and values in life, often involving practices like mindfulness, reflection. Self-awareness leads to spiritual growth. Emotional intelligence helps you recognize your emotions, thoughts and behaviors. This awareness allows you to understand your deeper spiritual needs and purpose. Although the relationship between Spiritual Intelligence and Emotional Intelligence of Students Studying at Higher Education level is not significant. Similarly the relationship between different dimensions of Spiritual Intelligence and Emotional Intelligence is also not found to be significant except Spiritual Actualization, Component of Spiritual Intelligence and Emotional Intelligence which is found to be Significant at 0.05 level. Hence it may be concluded that there relationship between Spiritual Intelligence and Emotional Intelligence is not found to be significant and the magnitude of relationship between both the variables is also low.

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