

Asian Resonance

Emotional Intelligence and Spiritual Intelligence As Predictors of Academic Performance of University Students



Kavita Kumar

Assistant Professor,
Deptt. of Psychology,
Faculty of Social Sciences,
Dayalbagh Educational Institute,
Dayalbagh, Agra,



Kanti Singh Pawar

Research Scholar,
Deptt. of Psychology,
Faculty of Social Sciences,
Dayalbagh Educational Institute,
Dayalbagh, Agra,

Abstract

In the modern age of competition and ambition, everyone is undergoing a lot of stress and strain. It is expected that individuals maintain emotional stability and a kind of inner peace and tranquillity. Students are the future pillars of a country. In this context, the study of Emotional Intelligence and Spiritual Intelligence of university students is important in reference to their Academic Performance. Emotional Intelligence is the ability of the person to understand one's own and others emotions precisely. Emotional Quotient (EQ) gives the basic motivation to do the task. Spiritual Intelligence is our quest for a greater understanding of life. It implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness.

In this paper, the investigators aimed to study Emotional Intelligence and Spiritual Intelligence as predictors of Academic Performance of university students. Fifty students from the Faculty of Social Sciences, Dayalbagh Educational Institute, Agra were selected and administered Emotional Intelligence Scale (EIS) by Hyde, Pethe, Dhar (2002) and the Spiritual Intelligence Test (SIT) by Kumar & Gautam (2011), the CGPA of last examination has been taken as Academic Performance measure. The data has been analysed on the basis of multiple regression analysis.

Keywords : Emotional Intelligence, Spiritual Intelligence, Academic Performance.

Introduction

College education provides an avenue for exploring different career interests to help students find the best match for their skills and abilities. Beyond societal pressure to pursue higher education, there are significant reasons that impact their long-term quality of life. If students select a major course because it interests them and they excel in that respective course, students are more likely to be satisfied. In the college environment, students are exposed to a wide variety of ideas and experiences. This global perspective gives students a broader worldview that is beneficial as they enter the working environment.

Educational achievement can be considered as one of the most important evaluative measures of the students. Continuous evaluation of the students' educational achievement during their academic career and examining its effectiveness is one of the most thoughtful and unavoidable bases of improving the educational system especially in the universities. It plays an important role in developing better educational plans, prompting educational quality, and finally correcting and improving academic managers' efficiency (Bakhtiarpor, 2009).

Students' academic performance in different fields, levels, and universities is influenced by several personal and educational factors. The scores of intelligence and academic achievement are one of the important measures that have been used as indicators for predicting students' future conditions by several authors (Gange and St Pere, 2002).

It is usually said that people with high IQ would achieve more in life, but recent researches indicate that greater predictor of success can be person's emotional and spiritual intelligence rather than his/her intellectual intelligence (Goleman, 1995).

The Dayalbagh Educational Institute has a unique scheme of innovative, comprehensive, inter-disciplinary and value-based education that fosters academic excellence with holistic development, the Strategic Plan is for providing an environment to produce well-rounded students who

Asian Resonance

are ready to take on challenges and be leaders with a fine blend of top quality academics, work-experience and a strong value system (DEI,2014).

The two factors which are important for the Academic Performance have been labelled as Emotional Intelligence (EI) and Spiritual Intelligence (SI). Emotional Intelligence includes the measurement of understanding and managing one's own emotions, motivating one self, recognizing emotion in others, and handling a relationship with others. Emotions are believed to be managed by Emotional Intelligence as the "effective use of emotion". There has been insufficient literature regarding students' emotions. Thus one reason for the significance of this study is that it highlights the importance of Emotional Intelligence which may give a peak view of students' emotional stability. Emotionally intelligent students are better able to place themselves in a positive state of mind. They are likely to know how to avoid dysfunctional emotions and use emotions in adaptive ways to allude feelings of frustration. Studying and especially cramming can be demanding and leads to high levels of stress. Emotional Intelligence can enable students to control this stress effectively and prevent the negative effects on their attitude and outcome of their work. High Emotional Intelligence will have a positive impact on their grades and ultimately on academic success.

Salovey and Mayer (1997) proposed a model that identified four different factors of Emotional Intelligence as follows:

Perceiving Emotions

The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

Reasoning with Emotions

The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

Understanding Emotions

The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean.

Managing Emotions

The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

It has been stressed that Emotional Intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness and social skills at appropriate times and ways in sufficient frequency to be effective in the situation (Goleman, 1998). Goleman included a set of emotional competencies within each construct of Emotional Intelligence. Emotional competencies are not innate talents, but

rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general Emotional Intelligence that determines their potential for learning emotional competencies. The organization of the competencies under the various constructs is not random, they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis et al. 1999). The present research has employed the notion of EI which is based upon the conceptualization of EI as proposed by Goleman. The EI model adopted in this study consists of 10 components. The ten components that constitute EI are: (i) self-awareness (ii) empathy (iii) self-motivation (iv) emotional stability (v) managing relations (vi) integrity (vii) self-development (viii) value orientation (ix) commitment and (x) altruistic behaviour (Hyde, Pethe, & Dhar, 2002).

Spiritual Quotient (SQ) allows the intrapersonal and the interpersonal emotions to fill the gap between self and the other. Goleman (1995) wrote about interpersonal, or within -the-self, emotions and interpersonal emotions- those people share with others or use to relate to others. However, Emotional Quotient (EQ) alone cannot help people bridge the gap. It needs SQ to have knowledge about what individuals are and what things mean to them, and how things give others and their meanings a place in the world.

SQ is applied to help the individual to reach more thoroughly towards the potential of who he/she has to be. SQ helps individual to develop his/her immediate ego selves and get beyond those deeper layers of capability which lie hidden within him/her. It provides the individuals with the opportunity to live a life which has a deeper level of meaning. To come in to full possession of the Spiritual Intelligence at some point of one has to face despair, pain deep suffering and loss, and to have made peace with these (Zohar, 2000). Obviously, Spiritual Intelligence has a significant influence on the quality of life and it goes without saying that adolescence is a sensitive period which requires specific training to make a brighter future and be exposed to the difficulties.

Emmons (2000) have defined Spiritual Intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment". He had suggested five components of Spiritual Intelligence:

1. The capacity to transcend the physical and material.
2. The ability to experience heightened states of consciousness.
3. The ability to sanctify everyday experience.
4. The ability to utilize spiritual resources to solve problems.
5. The capacity to be virtuous.

Noble (2000; 2001) has identified Spiritual Intelligence as an innate human potential and agreed with Emmons' (2000) core abilities and added two other elements:

Asian Resonance

1. The conscious recognition that physical reality is embedded within a larger, multidimensional reality with which people interact, consciously and unconsciously, on a moment to moment basis.
2. The conscious pursuit of psychological health, not only for themselves but also for the sake of the global community.

According to **Wigglesworth (2002)**, "Spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation." There are four hierarchies in terms of the human intelligence. The hierarchies are depicted in a pyramid shape which shows the sequence of development. As babies, the first step is to control their bodies, this is Physical Intelligence. The next development is the linguistic and cognitive abilities, these are known as Intelligence Quotient. The individual will then develop the Emotional Intelligence before gaining the Spiritual Intelligence.

Problem

To study the Emotional Intelligence and Spiritual Intelligence as predictors of Academic Performance of the University Students.

Objectives

The present investigation aims to achieve the following objectives:

1. To study the relationship of Emotional Intelligence with the Academic Performance of the university students.
2. To study the relationship of Spiritual Intelligence with the Academic Performance of the university students.

Hypotheses

1. Emotional Intelligence has a positive influence on the Academic Performance of the university students.
2. Spiritual Intelligence has a positive influence on the Academic Performance of the university students.

Justification of the Problem

Students are the pillars of a country. In the modern age of competition and ambition it is important for them to be strong and stable emotionally to face the challenges and hardships along with unavoidable stress and strain. It is significant that students are provided with an educational environment where they are able to develop and maintain emotional and spiritual stability during their educational journey. Emotional Intelligence is the ability of a person to understand one's own and others emotions precisely. Emotional Quotient (EQ) gives the basic motivation to do the task.

Spiritual Intelligence is one's quest for a greater understanding of life. It implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. In this context, the present study was formulated to understand Emotional Intelligence and Spiritual Intelligence of university students as predictors of their Academic Performance.

Method

Variables

Predictor Variables

1. Emotional Intelligence
2. Spiritual Intelligence

Criterion Variable

1. Academic Performance

Sample

The sample for the present study consisted of 50 girls of B.A.(Social Sciences) Honours from the Faculty of Social Sciences from Dayalbagh Educational Institute, Agra, Uttar Pradesh, India. Convenient sampling was done.

Control

Gender

The study was conducted only on female students.

Educational Qualification

The study was conducted on only B.A.(Social Sciences) Honours of Faculty of Social Sciences, Dayalbagh Educational Institute.

Age

The study was conducted on female students between the age group of 19 to 22 years.

Design

Correlation design was used for the present study.

Operational Definitions

Academic Performance

The last Cumulative Grade Point Average (CGPA) of each student has been considered as the Academic Performance of the students. CGPA would be the reflection of Academic Performance of the students.

Emotional Intelligence

According to **Goleman (1998)**, Emotional Intelligence has been defined as, "*the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship. Emotional intelligence describes abilities distinct from but complementary to academic intelligence or the purely cognitive capacities by IQ*".

Spiritual Intelligence

According to **Emmons (2000)**, Spiritual Intelligence has been defined as, "*the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment*".

Tools

Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2002)

For collecting the data, Emotional intelligence scale by Hyde, Pethe and Dhar (2002) was used to measure Emotional Intelligence. The test consists of 34 items with 10 subscales that adopt a five point scale. The scale is meant for knowing the difference between individuals in terms of Emotional Intelligence. The 10 sub-scales are i.e. self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behaviour.

Asian Resonance

Reliability

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity

Besides face validity, the scale has high content validity. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity of 0.93.

Spiritual Intelligence Test (SIT) (Kumar and Gautam, 2011)

The scale was constructed on the basis of Likert's method of summative rating by Kumar and Gautam (2011). The items are on a five-point scale, ranging from 'strongly agree' 'agree', 'neutral', 'disagree' to "strongly disagree".

Reliability

The researcher measured the Split- half reliability of the test. The obtained coefficient of correlation value was $r = 0.46$, which was found significant at 0.01 level ($r = 0.46, p < 0.01$).

Validity

Construct validity was calculated by using another test of Spiritual Intelligence. **Spiritual Intelligence Scale (SIS) by Mishra (2000)** on a sample of 50 individuals. The coefficient of correlation for the Construct Validity calculated is $r = 0.61, p < 0.01$.

Analyses and Interpretation of Results

Correlation matrix (Table 1) was formed which includes the inter-correlations among the proposed variables. Interpretation of correlation coefficients are analysed on the basis of multiple regression.

Table 1: Correlation Matrix`

	CGPA	EI SCORE	SI SCORE
CGPA	1		
EI SCORE	0.188856	1	
SI SCORE	0.215776	0.51402	1

N=50 female students

The matrix of coefficient of correlation (Table 1) indicates that Emotional Intelligence and Academic Performance are positively correlated ($r = .19$). Table 1 also demonstrates that the correlation coefficients between Spiritual Intelligence and Academic Performance has positive correlation of $r = 0.22$.

Table 2: Showing the F-Value

	df	SS	MS	F	Significance F
Regression	2	296.4278308	148.2139154	1.362885147	0.265848341
Residual	47	5111.255369	108.7501142		
Total	49	5407.6832			

N=50 female students

Table 2 indicates that the F-value obtained to be 1.362 for the criterion variable i.e. Academic Performance is not significant, although positive contribution is observed.

Standard Error	10.42833228
Observations	50

N=50 female students

Table 3: Multiple Regression Analysis

Regression Statistics	
Multiple R	0.234128276
R Square	0.05481605
Adjusted R Square	0.014595456

Table 3 shows the multiple regression analysis for the criterion variable i.e. Academic Performance. The joint contribution of both the predictor variables (Emotional Intelligence and Spiritual Intelligence) was obtained to be 0.055 on the criterion variable Academic Performance.

Table 4: Regression Coefficient of Predictor Variables

S. No.	Name of Variable	Regression Coefficient	Standard Error of Coefficient	Correlation Coefficient	t-value	β	Coefficient of Determination
1	Spiritual Intelligence	0.13	0.128	0.22	0.97	0.17	0.04
2	Emotional Intelligence	0.07	0.12	0.19	0.64	0.09	0.02

N=50 female students

Regression Equation between Academic Performance and Predictor Variables

$$Y = 0.13 X_1 + 0.07 X_2 + 45.98$$

The value of R^2 for the criterion variable is 0.0548 which shows that about 5% of the contribution is accounted for the two predictor variables i.e. Emotional Intelligence (X_1) and Spiritual Intelligence (X_2) in determining the Academic Performance of university students. The remaining 95% contributing variables are still to be accounted for.

A careful study of the equation reveals that among the two predictor variables, taken for this study, Emotional Intelligence (X_1) and Spiritual Intelligence (X_2) is found to be contributing in Academic Performance. Although the contribution is very low, it is positive. Regression coefficient for X_1 is 0.07, which indicates that one unit increase in X_1 variable contributes to 0.07 unit variation in Academic Performance. The predictor variable X_1 holds for only about 0.02% of the contribution to Academic Performance.

Asian Resonance

Regression coefficient for X_2 is 0.13, which indicates that one unit increase in X_2 variable contributes to 0.13 unit variation in Academic Performance. The predictor variable X_2 holds for only about 0.04% of the contribution to Academic Performance.

Hence, the first hypothesis which stated that, "*Emotional Intelligence has a positive influence on the Academic Performance of the university students,*" is accepted.

The second hypothesis which stated that, "*Spiritual Intelligence has a positive influence on the Academic Performance of the university students,*" has also been accepted.

Findings and Discussion

The finding of the present investigation on the basis of multiple regression equation indicates positive contribution of Spiritual Intelligence (SI) and Emotional Intelligence (EI) towards students in the determination of Academic Performance.

A Number of Studies Support the Results of the Present Investigation

Arbabisarjou, Raghieb, Rezazade, and Siadat (2013) studied the relationship between Emotional Intelligence, Spiritual Intelligence, and students' academic achievement of students in the University of Isfahan. The statistical population of this study included all of the students in this university. A sample of 250 students has been selected through random cluster sampling. The Spiritual Intelligence and Self-report Inventory and Trait Emotional Intelligence Questionnaire were used for collecting data. The results of this study revealed that there is a significant positive relationship between students' achievement with their Emotional and Spiritual Intelligence. As the results indicated, growth and promotion of the Emotional and Spiritual Intelligence can be considered as methods for improving students' academic achievement. This can be promoted and through a rich educational environment and eventually lead to better educational performance in the academic environments. The results of the present study are very similar to the above study. Hence, the authors support the notion that emotional and spiritual environment would facilitate educational performance.

Kushwaha (2012) explored the relationship among Emotional Intelligence (EI) and work performance of executives. Samples of 160 male executives within the age range of 35 to 55 years from BHEL (Haridwar) were selected on random basis. Emotional Intelligence Scale constructed by Hyde, Pethe and Dhar was used and work performance of the executives was measured by the Performance Rating Scale constructed by Singh and Pestonjee. Correlation was used for testing the results. The findings of the study revealed that Emotional Intelligence has a positive relation with the work performance among executives.

Chin, Anantharaman and Tong (2011) studied "The Roles of Emotional Intelligence and Spiritual Intelligence at the Workplace", and found that both Emotional Intelligence and Spiritual Intelligence

touch the "nerve" of the employees. It "makes" them to go beyond the normal actions. With both these intelligences in play, the employee would be an asset to the organization. Both Spiritual Intelligence and Emotional Intelligence complement each other. It can be deduced that if EI and SI are fostered at earlier level of life, it will bear fruits at later stages of life as well.

Conclusion

Hence, by fostering EI and SI in the students, the academic performance will increase; so would the students' holistic development can be achieved. By enhancing physical, mental and spiritual faculties, one can be rest assured that students' would be more conscious individuals and would perform better in academics as well as in other spheres of life.

References

1. Arbabisarjou, A., Raghieb, M., Rezazade, S., and Siadat S. (2013). The relationship between Emotional Intelligence, Spiritual Intelligence and students' academic achievement, *World of Sciences Journal*, 1(8), 45-51.
2. Bakhtiarpor, Saeid, (2009). Predicting the Students' Academic Achievement based on the Intelligence Quotient, Academic Experiences, and Demographic Variables in the university, *Psychology*, 5 (26), 81-94.
3. Boyatzis, R.E., Goleman, D., & Rhee, K. (1999). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In Bar-On, R. & J.D. Parker (Ed's.), *Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass.
4. Chin, S., Anantharaman, R.N., & Tong, T. (2011). The Roles of Emotional Intelligence and Spiritual Intelligence at the Workplace. *Journal of Human Resources Management Research*, 9.
5. Dayalbagh Educational Institute. (2014). VISION 2031. Retrieved from <http://www.dei.ac.in/dei/index.php/about-dei/24-about-dei/83-vision-a-mission>.
6. Emmons, R.A. (2000). "Is Spirituality an Intelligence? Motivation, Cognition and the Psychology of Ultimate Concern", *The International Journal for the Psychology of Religion*, 10:27-34.
7. Gange, F., & St Pere, F. (2002). When IQ is controlled, does motivation still predict achievement?, *Intelligence*, 30, 71-100.
8. Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.
9. Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.
10. Hyde, A., Pethe, S., & Dhar, U. (2002). *Emotional intelligence scale (EIS)*. Lucknow: Vedant Publications.
11. Kumar, K. & Gautam, N. (2011). *Spiritual Intelligence Test (SIT)*. Unpublished work. Dayalbagh Educational Institute (Deemed University) Dayalbagh, Agra, Uttar Pradesh, India.

Asian Resonance

12. Kushwaha, G. (2012). Emotional Intelligence and work performance of executives. ОРГАНИЗАЦИОННАЯ ПСИХОЛОГИЯ, 2(4), 23–27. Retrieved from <http://www.orgpsyjournal.hse.ru>
13. Mayer, J. D. & Salovey, P. (1997). 'What is Emotional Intelligence?,' In P. Salovey and D. Sluyter (Eds.), Emotional development and emotional intelligence. New York: Basic Books.
14. Noble, K.D. (2000). 'Spiritual Intelligence: A New Frame of Mind,' Advanced Development, 9, 1-29.
15. Noble, K.D. (2001). 'Riding the Windhorse: Spiritual Intelligence and the Growth of the Self,' Cresskill, NJ: Hampton Press.
16. Wigglesworth, C.S.G. (2002). "Spiritual Intelligence and Why it Matters," (Available online at <http://www.consciouspursuits.com/Articles/SIWhyItMatters.pdf>). (Accessed on 16 December 2010). Publisher - Google Scholar.
17. Zohar, D. & Marshall, I. (2000). 'SQ: Connecting with our Spiritual Intelligence,' New York. Bloombury.