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EMOTIONAL INTELLIGENCE (EI) AND SPIRITUAL INTELLIGENCE (SI) AMONG STUDENTS

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ABSTRACT

Dayalbagh Educational Institute (DEI) has a distinctive and unique education policy which fosters for the all-round development of students. It focuses on the value-based education to develop physical, mental, social, emotional as well as spiritual faculties of the students. Apart from the main courses there are core courses in DEI viz., cultural education, general knowledge, national service scheme (NSS), environmental studies, comparative study of religions and much more in order to develop students into a 'Complete Man'. At DEI not merely subject knowledge (intelligence) is developed but an environment to develop emotional intelligence and spiritual intelligence is also provided. The intellectual, emotional and spiritual growth of students is thus achieved at DEI. Emotional intelligence is the ability to manage one's own emotions in a positive way, whereas spiritual intelligence is the ability to ask questions about the ultimate meaning of life and integrated relationship between oneself and the world.

With this perspective, the present research was formulated to compare two groups of students (Group1 constituting DEI students and Group2 constituting Outside DEI students) in relation to their EI and SI. The aim was to study whether there is a significance difference between the two groups (DEI students and outside students) on the basis of emotional intelligence and spiritual intelligence with the help of standardized psychological tools. The data was statistically treated on a sample of 64 students using t-test. There was a significant difference found with respect to EI between the two groups ($t= 6.11$, $p < 0.01$), and there was significant difference found in terms of SI also ($t=2.22$, $p < 0.05$). Hence, EI and SI are both significantly higher in DEI students. The results of the present study has its implications that the education system should be such that it fosters towards the all - round development of the young minds who are the future pillars of the society.

INTRODUCTION

Emotional intelligence is an individual's ability to perceive or manage emotions in the positive way, to regulate stress, communicate effectively, overcome challenges, and reduce conflicts. It can be said that emotional intelligence is having the ability to control or evaluate emotions. In simple terms emotional intelligence deals with the feelings and allows us to judge the situation.

The concept of 'Emotional Strength' was first introduced by Maslow in the 1950s. But, the term 'Emotional Intelligence' seems first to have appeared in a 1964 paper by Beldoch. Later the term EI was popularized by Goleman (1996).

Those people having high EI can recognize their own emotions and those of others also. They use emotional information to guide themselves and others too and understand the thinking and behaviour; discern between different feelings and label them appropriately and adjust emotions according to the environment. EI is also called as Emotional Quotient (EQ). EI helps to build stronger relationships, succeed in school and work, and achieve career and personal goals comfortably. It also helps to connect with one's feelings, turn intention into action and make informed decisions about what matter to or what does not.

EI is commonly defined by four attributes-

(1) SELF MANAGEMENT

It is defined when a person is able to control his/her impulsive behaviours and feelings, when they are able to manage or control their emotions in a positive way, when one is able to always take initiative and adapt to changing circumstances.

(2) SELF AWARENESS

When a person is able to recognize his/her own emotions and how it affects their own thoughts and behaviour, it is concerned with being aware about one's strength, weakness or self-confidence.

(3) SOCIAL AWARENESS

Social awareness means that a person is empathetic in nature, is able to understand others behaviour, emotions, needs and concerns. Try to feel comfortable socially, and understand the power of a group/organisation.

(4) RELATIONSHIP MANGAMNET

When a person is able to develop and maintain good relationships, inspire and influence others, work well in a groups and manage conflict.

In today's competitive world it is now expected that to be successful not only intellectual ability or commonly referred as intelligence quotient (IQ) is enough on its own to climb the ladder, but it's the emotional quotient (EQ) that helps manage the stress and emotions when facing some critical decisions. No doubt IQ can help in academic achievements but one has to be emotionally stable to face conflicts etc. Emotional intelligence includes the traits like self- awareness, social deftness, and the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others.

Mayer, Roberts and Barsade (1997) proposed that Emotional intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance ones thoughts. Salovey and Grewal (2005) in their review provide an overview of current research on emotional intelligence. They focussed on the four-branch model by Mayer and Salovey (1997), which characterizes emotional intelligence as a set of four related abilities: perceiving, using, understanding, and managing emotions. The theory provides a useful framework for studying individual differences in abilities related to processing emotional information. Despite measurement obstacles, the evidence in favour of emotional intelligence is accumulating. Emotional intelligence predicts success in important domains, among them personal and work relationships.

In a research paper by Conte (2005), the measurement and psychometric properties of four of the major emotional intelligence measures (Emotional Competence Inventory, Emotional Quotient Inventory, Multifactor Emotional Intelligence Scale, Mayer-Salovey-Caruso Emotional Intelligence Test) were reviewed, the comparability of these measures was examined, and some conclusions and suggestions for future research on emotional intelligence measures were provided.

Nirmala (2010) in World Economic Forum under the category of the future of jobs have listed Emotional intelligence as the major skill required for the future workplace. This research was an attempt to test and analyse the emotional intelligence of IT employees with

the model validation by confirmatory factor analysis (CFA). 249 samples were taken for the purpose of the study with the method of stratified random sampling. The study was restricted only to sample taken from Chennai city. The results of the study was analysed using the statistical tool CFA and the results have been interpreted from SPSS AMOS. The results showed that all the measured variables are aligned to the factor hence the model considered proved to have internal consistency with good model fit.

SPIRITUAL INTELLIGENCE (SI)

Spirituality plays a pivotal role in the life of all human beings. As it is a common saying that God resides in every being and child is a mirror of divinity. Though spirituality has no relation with age, it grows with age, depending on various factors like relationships, environment, education, society etc.

Spiritual intelligence is defined as the one's capacity to ask questions about the ultimate meaning of life and their existence. Spiritual intelligence is the capacity higher than intelligence that activates wisdom, compassion, integrity, joy, love, creativity, and peace. In simple terms spiritual intelligence is about being that allows us to ask whether we want to be present in the situation (khadkhoda & Jahani, 2012).

SI helps in findings the answers of the spiritual problems like existential questions and explore the meaning of question such as "Who am I?" "Why I am here?" and "What really matters?" Spiritual intelligence encompasses a whole spectrum of perspectives and multiple modes of knowing, it can be in the form of one of the following four modes:

- It applies a capacity for a deep understanding by existential questions.
- It creates insights into the multiple levels of consciousness.
- It applies the awareness of spirit as the ground of being.
- It forces evaluation for creativity.

In the words of Selman et al. (2005), "Spiritual intelligence is about having a direction in life and being to heal ourselves of all the resentment. It is thinking of ourselves as an expression of a higher reality". Further, Mohammadyari (2012) stated that spiritual intelligence refers to the human's ability in planning creatively questions in life.

Spiritual intelligence expands one's capacity to understand others at the deepest level. Spiritual understanding allows oneself to discern both the 'true cause' of behaviour without judgement, and serve the 'true needs' of others until they themselves learn to meet. The following are the characteristics of SI-

- 1.) A high degree of self- awareness.

2.) Having the capacity of flexibility (active and spontaneous adaptation).

3.) Having the capacity of dealing with pairs and its development.

4.) Getting inspired of the imagination and values.

A study of spiritual intelligence, self-efficacy, emotional intelligence and achievement of student teachers was conducted by Kaur (2014). The study was particularly undertaken to gain firm research evidences based on which designing of a special program for B.Ed. student teachers, in order to able them to deal with stress and challenges involved in B.Ed. course. Data for the study was collected by administering spiritual intelligence scale by Dhar and Dhar (2010), teacher's emotional intelligence inventory by Mangal (2008) and self-prepared self-efficacy scale. Student teachers of four different colleges of education were selected. Data for academic achievement variable was gathered through final exam result gazette of respective colleges. Analysis of data revealed that demographic variables are not differentiating point in case of spiritual intelligence, emotional intelligence and self-efficacy. Whereas demographic variables such as prior teaching experience and level of education qualification have significant effect on academic achievement of B.Ed. students, while marital status and gender does not differentiate academic achievement of B.Ed. students. Analysis also revealed that there was significant correlation between spiritual and emotional intelligence, spiritual and self- efficacy, Emotional intelligence and self-efficacy. Also significant correlation between spiritual intelligence and academic achievement and self- efficacy was found.

In short, emotional intelligence is the ability to manage one's own emotions in positive way to relieve stress and overcome challenges. On the other hand, spiritual intelligence is the ability to answer questions about the ultimate meaning of life and the integrated relationship between oneself and the world.

JUSTIFICATION

The formal educational journey of a child starts as early as two years of age, while informal education begins from the time the child comes in this world. The emphasis of formal education is on the mental or intellectual development. It accelerates the intelligence of the student. But in today's scenario, with cut throat competition and high ambitions there is a need that to be successful in life, two other intelligence namely emotional intelligence (EI) and spiritual intelligence should also be enhanced than mere intelligence commonly referred as Intelligence Quotient (IQ). All the institutes focus on value-based education, but at DEI, Dayalbagh, Agra, the students learn and acquire

values by applying them in their day to day life as important component of the curriculum. There are many compulsory core courses for the students like NSS (national service scheme), Cultural activity, Comparative study of Religion religion), GKC (general knowledge). Along with imbuing values, the core courses help to enhance emotional judgments and spirituality in them. With this backdrop, the present research problem was formulated.

AIM

The aim of the research was to measure the emotional intelligence and spiritual intelligence of university students studying in DEI and those studying outside DEI.

OBJECTIVES

- To study the emotional intelligence (EI) of university students studying in DEI (Group1) and outside DEI (Group 2).
- To study the spiritual intelligence (SI) of university students studying in DEI (Group1) and outside DEI (Group 2)

HYPOTHESES

- There would be no significant difference in emotional intelligence between the two groups.
- There would be no significant difference in spiritual intelligence between the two groups.

VARIABLES

- **Independent variables**
 - ✓ DEI students (Group 1)
 - ✓ Outside DEI students (Group 2)
- **Dependent variables**
 - ✓ Emotional intelligence,
 - ✓ Spiritual intelligence.
- **Relevant variables**
 - ✓ Age: students between 18 to 26 years of age were selected
 - ✓ Educational Qualification: Graduation to Ph.D. level.
 - ✓ Gender: both females and males were selected.

PROCEDURE

- **Step1:** Taking sample of students from DEI University and from other Universities/colleges.
- **Step 2:** Measuring emotional intelligence and spiritual intelligence using standardized tools.
- **Step 4:** applying t- test to statistically treat the raw data to study the significant difference between the two groups in relation to

emotional intelligence and spiritual intelligence.

- **Step 5:** Finally, interpreting the results as per the hypotheses formed.

SAMPLE

The sample consisted of 64 students out of which 32 students were from DEI and 32 students from other colleges/ universities. Purposive sampling was used.

TOOLS

✓ **Emotional Intelligence Scale** developed by Hyde, Pethe and Dhar (2001) was used to measure emotional intelligence. The test-retest reliability was found to be 0.86 alpha coefficients, which was significant at .01 level. Four dimensions were included in constructing this scale.

(a) **Understanding emotions-** An individual’s capacity to identify emotions in one’s and others physical states, feeling, and thoughts.

(b) **Understanding motivation-** A high achievement drive together with the tendency to be optimistic and take initiative.

(c) **Empathy-** Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives develop others, leverage diversity, read the mood of a group, discern political realities and a tendency to take an interest in the lives of others.

(d) **Handling relations-** To be able to manage and handles relations with others in a better way.

✓ **Spiritual Intelligence Scale** developed by Kumar & Mehta (2011) was used to measure SI. Split-half reliability coefficient for this scale was found to be 0.864. There are two factors included in this scale. The first factor with 12 questions is named as, “to understand and communicate with existence sources.” The second factor with 17 questions is named as, “spiritual life”.

DATA ANALYSES AND INTERPRETATION

After the data collection, the raw data was subjected to statistical analyses. The main purpose of analyses and interpretation was to find meaning of the raw data, for testing hypotheses and drawing inferences. t test was performed to find out the significant difference between the two groups - DEI students (Group 1) and students from other colleges/universities (Group 2) on the basis of emotional and spiritual intelligence.

TABLE 1.1: Mean, SD and t Value of Group1 and Group 2 for Emotional Intelligence

Groups	Mean	SD	t Value	Level of significance
Group1 (DEI University students)	22.25	4.85	6.11	p < 0.01
Group2(Other University students)	21.21	4.38		

Group1 (DEI University students)	22.25	4.85	6.11	p < 0.01
Group2(Other University students)	21.21	4.38		

Table 1.1 represents the mean, SD and t value of EI of both the groups. The mean value of Group1 is 22.25 and SD is 4.85. The mean value of Group 2 is 21.21 and SD is 4.38. The calculated value is t= 6.11. At df 62, critical value is 2.38 at 0.01 level of significance. Hence, a significant difference between Group1 and Group 2 is clearly found (t=6.11, p < 0.01). Thus, the first hypothesis which stated that, “There would be no significant difference in emotional intelligence between the two groups”, is rejected.

TABLE 1.2: Mean, SD and t Value of Group1 and Group 2 for Spiritual Intelligence

GROUPS	Mean	SD	t Value	Level of significance
Group1 (DEI University students)	159.19	22.70	2.22	p < 0.05
Group2(Other University students)	157.21	17.71		

Table 1.2 represents the mean, SD and t value of SI of both the groups. The mean value of Group1 is 159.19 and SD is 22.70. The mean value of Group 2 is 157.21 and SD is 17.71. The calculated value is t= 2.22. At df 62, critical value at 0.05 level of significance is 2.00. Therefore, a significant difference between Group1 and Group 2 in terms of SI is clearly found (t=2.22, p < 0.05). Thus, the second hypothesis which stated that, “There would be no significant difference in spiritual intelligence between the two groups”, is also rejected.

In one of the studies, Sirswal (2015) examined the religious philosophy of Dr. B.R. Ambedkar and studied how he established that religious and spiritual values enable religious people in particular and humanity at large to solve contemporary problems. Benson, Roehlkepartain, and Rude (2003), highlighted in their paper that there is lack of attention given on religious and spiritual development on children and adolescence by reviewing the frequency of publication on these topics in six top journals. Values are integrative part of human soul leading to spiritual growth of personality. Hence, it is hereby observed that at DEI, students imbibe the qualities essential to develop both EI and SI.

The results of the present research have proven that there is a significant difference between DEI students and those from other institutes.

CONCLUSION

Hence, in the present research it can be reiterated that apart from IQ, EI and SI are also very important for the students' all round development. Most of the other institutions in their vision statement mention about value-based education. Nonetheless, DEI is inculcating value in students by making them participate in activities like the social service scheme, agricultural operations based on organic farming, studying comparative study of religion, environmental studies and much more. All this is making them tolerant, conscious about self and environment, socially competent and responsible. Toiling by hands and practicing healthy habits make them emotionally and spiritually conscious thereby increasing their EI and SI.

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