



Emotional Intelligence of High School Students in Relation to their Spiritual Intelligence

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ABSTRACT

Background: Emotional intelligence and spiritual intelligence are accompaniment to each other for refining human life. Spiritual intelligence builds up moral value, spiritual values and a strong belief system whereas emotional intelligence helps to develop personal relationships with one's own self, social relationships with others and to manage the emotions.

Purpose: The high school students are facing a major burst of emotions which needs to be channelized to give them the right direction in life. In this, their emotional intelligence and spiritual intelligence play an imperative role. Present research paper is an attempt to explore the relationship between emotional intelligence and spiritual intelligence of high school students. It examines how the spiritual intelligence affects the emotional intelligence of the students.

Methods: This research is carried out on 150 students of 9th standard CBSE affiliated schools. For data collection, Spiritual Intelligence Scales by Misra (2014) and Emotional Intelligence Test by Soni and Sharma (2009) were used. The SPSS software is used for the analysis of the data. Descriptive Statistic Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis are calculated to check the normal distribution of the data and inferential statistics: Pearson Correlation Coefficient and Regression Analysis are calculated to measure the relationship between the variables under study.

Results: The results of the study reject the null hypothesis and reveal that spiritual intelligence has a significant positive correlation with the emotional intelligence of the students.

Conclusions: The study shows that the students who are spiritually more intelligent have more stable emotions as compared to the other students.

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1. Introduction

For the social and emotional adjustment of a person, good emotional skills are required (Mayer *et al.*, 2004). Several studies have been conducted on children to read and understand their emotions in relation to their facial expressions, vocabulary, social competency and adjustment from the viewpoint of their teachers, friends and parents (Feldman *et al.*, 1991; Saarni, 1999; Eisenberg *et al.*, 2000; Halberstadt *et al.*, 2001). Schools are coming forward and using the interventions like PATHS (Promoting Alternative Thinking Strategies), and other training programs to nurture student's emotional skills for their smooth social adjustment (Greenberg *et al.*, 1995; Kusche & Greenberg, 2001).

An emotionally intelligent person is more self-aware and can take charge of his/her life proactively. Student life is the most important initial phase

to prepare for future and during their developing adolescent stage, most of the students feel emotional disturbance. In educational institutions, student's learning is a function of an academic environment and instructional method (Lapp *et al.*, 2013). It has been a long time since the intelligence quotient is considered as a predictor of student's success but as the time has evolved, emotional intelligence has come up as a new predictor of success than the other conventional measures of intelligence.

To make the students life-long learners and teach them basic life skills, it is imperative to develop their emotional and spiritual intelligence along with other life skills. In schools, mostly the emphasis is given on the academic intelligence and on how the students can secure good marks or grades in the curricula but their emotions are ignored (on how they feel about themselves and others), which leaves permanent scars

on their personality. To develop a balanced personality of the students with empathy, nourishment of their emotional intelligence is very important.

Keeping in view the holistic development of the child, the National Curriculum Framework (NCF) for Foundational Stage, 2022 specifically emphasizes on “the Panchakosha or five sheaths concept of personality development: Physical Development (Sharirik Vikas), Development of Life Energy (Pranik Vikas), Mental Development (Manasik Vikas) & Intellectual Development (Bauddhik Vikas), Emotional (Bhavanatmak Vikas) and Spiritual Development (*Chaityik Vikas*)” (National Curriculum Framework for Foundational Stage, 2022). To practically implement NCF 2022, it is important to make efforts to develop the emotional intelligence and spiritual intelligence of the children for all-round development of their dynamic personality. Spiritual intelligence is a completely humanistic way to know the inner-self and experience the world around us in a more realistic way. Emotional intelligence helps the students in better communication, empathize with others, understand the emotions of others as well as their own feelings, resolve their conflicts to establish better relationships with oneself and with others, and lessen their anxiety and stress level to overcome the challenges of life. Vaughan, 2002 held the view that spiritual intelligence is the highest level of growth and awareness of the individual in the areas of cognition, mental ability, building relationships with other beings on the earth, transcendental and moral activities. A person can realize his abilities, values and shortcomings through his spiritual aspect and can choose the right strategies to achieve life’s goals (King, 2008).

2. Emotional Intelligence

Goleman, 1995 described the Emotional intelligence as “the capability for identifying our emotional state and that of others, for inspiring ourselves, for expressing our emotions appropriately and understanding other’s feelings effectively.” Stein and Book (2011) stated that “emotional intelligence is a skill set of the individual that aids one to adopt the approach to survive and thrive in this world. The importance of the emotional intelligence is highlighted in the book “Emotional Intelligence works” (S. Michael Kravitz & Schubert, 2000), according to them, it helps to improve learning

techniques and manage reactions that lead to a more satisfied and productive life and constructive relationship.

Salovey and Mayer proposed the four branch model of emotional intelligence that has identified the four areas of emotional intelligence: the ability to perceiving the emotion, facilitating the emotions, understanding the emotion and managing the emotions (Salovey & Mayer, 1990).

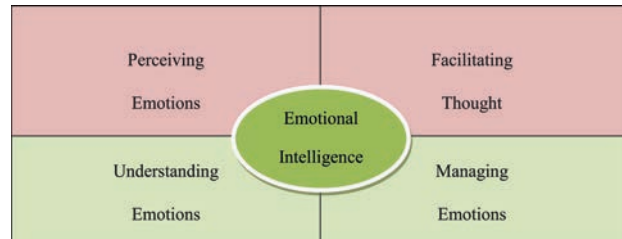


Figure 1: Salovey and Mayer’s four branch model of Emotional Intelligence

The above figures shows the four branches of the model of emotional intelligence given by Salovey and Mayer:

1. **Perceiving Emotions:** These are nonverbal facial expressions like happiness, resentment, distress and sorrow are emotions which can be perceived and recognized universally. The ability to perceive the emotions is the initial step to understanding the emotions.
2. **Facilitating Thoughts:** It helps to guide cognitive thinking and direct it to what really matters.
3. **Understanding Emotions:** Understanding the emotions conveys the message to take the necessary actions as the emotions are perceived and understood.
4. **Managing Emotions:** It is the ability to recognize a wide range of emotions and value them according to different specific situations, and use suitable strategies to deal with them.

These are four interrelated skills which are functionally distinct. People with diverse abilities deals with the emotions just like they deal in different disciplines for example: language, logic, mathematics, and music. Emotional intelligence helps to recognize, express and deal with the emotions required for daily life, facing challenges, and also teaches to deal with others. Mishra (2012) said that emotional intelligence is the emotional reasoning to comprehend and cope with the emotional disruptions of self and others. Emotional intelligence is the capability that is greatly associated to empathy (Ciarrochi *et al.*, 2000), and helps to reduce negative

interactions with peers (Brackett *et al.*, 2004), better relationships, and lessen clashes with friends (Lopes *et al.*, 2004; Lopes *et al.*, 2003).

3. Spiritual Intelligence

Zohar and Marshall defined the spiritual intelligence as helping the individuals to understand the actual meaning of life; giving deep insight to observe life events closely. Emotional intelligence and Spiritual intelligence are complementary to each other and play a very crucial role in the student's life. The intelligence quotient is helpful in performing logical functions and emotional intelligence guides to live a better life; understand and manage the emotions of self and others but spiritual intelligence provides the way of life, a journey to inward, self-consciousness and to live a purposeful life. Emmons (2003) defines it as an instrument that fulfills the spiritual goals or strivings being a mature personality, Spirituality is nothing but it is a practice of intelligence which envisions and adapts the functioning, that correlates with improved health or well-being; which claims it as a distinct intelligence modality (Emmons, 2000). Spiritual intelligence addresses the ultimate questions to comprehend life's meaning and experience the connection among human beings (Wolman, 2001). Spiritual intelligence facilitates to enhance the function and welfare of individuals by applying spiritual values and abilities (Chin, 2011). Smartt (2014) highlighted in his study entitled "the relationship of spiritual intelligence to achievement of secondary students" that the performance and engagement of American secondary students in the classroom activities were strongly and positively influenced by their spiritual intelligence.

4. Justification of the Study

The newspapers and social media witness almost daily coverage of news related to the students, how they take extreme steps in their life while dealing with different reasons and pressures related to academics, personal life, family issues, peers' problems and many more due to their emotional disruption.

These students confronted the most persistent problems nowadays related to imbalanced emotions, emotional outburst and unstable emotions when passing through the different developmental stages in life. The

studies related to emotional intelligence and spiritual intelligence acknowledge that both are supplementary to each other. An individual with balanced emotional intelligence and spiritual intelligence has more chances to lead a happy, healthy, fruitful and expressive life. Amram and Dryer (2007) stated that emotional intelligence is not about dealing with the emotions alone but it also comprises of the spiritual resources. The results of the correlation study of spirituality with the well-being and better health have shown that spirituality is the form of the intelligence that helps in the prediction, proper functioning and adaptation of mind and body (Emmons, 2000a; Emmons, 2000b). To mold the student's mindsets and guide them to live a balanced life it is important to keep check and direct their emotions. The studies that are come in light on emotional intelligence and spiritual intelligence are mostly done on college students, organizational employees, nurses etc., a very few research studies are done on school students. The present study is an attempt to explore how spiritual intelligence affects the emotional intelligence of high school students.

5. Objective

The objective of this study is to examine the relationship between Emotional Intelligence (EI) and Spiritual Intelligence (SI) of high school students.

6. Hypothesis

There exists no significant relationship between emotional intelligence and spiritual intelligence of high school students.

7. Method of the Study

In this study, the Descriptive Survey method and SPSS software is used for the analysis of the data.

7.1. Sample size

The purposive sampling technique was used to select private CBSE affiliated schools and then the data was collected randomly from 150 students studying in the 9th standard of these schools.

7.2. Variables under Study

Two variables have been studied in the present study:

- Dependent variable: Emotional Intelligence
- Independent Variable: Spiritual Intelligence

7.3. Delimitation of the Study

The findings of the study is limited to the high school students studying in the 9th standard of the Chandigarh and Mohali based CBSE affiliated private schools only.

7.4. Tools Used

For data collection Emotional Intelligence Test by Soni and Sharma (2009) and Spiritual Intelligence Scale by Misra (2014) were used.

8. Analysis and Discussion

Descriptive statistics: Mean, Median, Mode, Standard deviation, Skewness and Kurtosis are used to check the normal distribution of the data and inferential statistics Pearson’s coefficient of correlation and ANOVA was used to analyses the data. Results are as follows:

Table 1: Descriptive statistics

	Emotional Intelligence	Spiritual Intelligence
N	150	150
Mean	89.013	156.927
Median	90.000	158.500
Mode	90.000	160.000
Std. Deviation	8.187	20.496
Skewness	-0.269	-0.556
Kurtosis	-0.558	0.659

Table 1 depicts the descriptive statistics Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the variables Emotional Intelligence and Spiritual Intelligence. It is observed that mean and standard deviation of emotional intelligence is 89.013 and 8.187 respectively and for spiritual intelligence it is observed as 156.927 and 20.496 respectively. The skewness and kurtosis of emotional intelligence is observed -0.269 and -0.558 respectively and for the variable spiritual intelligence it is observed -0.556 and 0.659 respectively, which confirms the normality of the data.

In above Figure 2(a) and Figure 2(b) the bell shaped curves show that measures of the variables Emotional Intelligence and Spiritual Intelligence have

normal distribution. Parametric tests are used to test the null hypothesis.

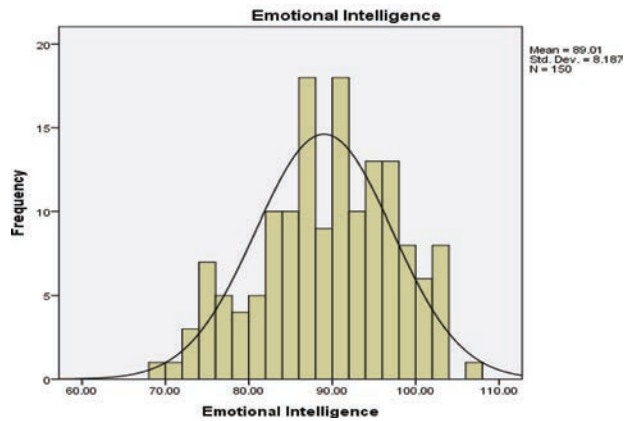


Figure 2(a): Histogram with Normal curve of Emotional Intelligence

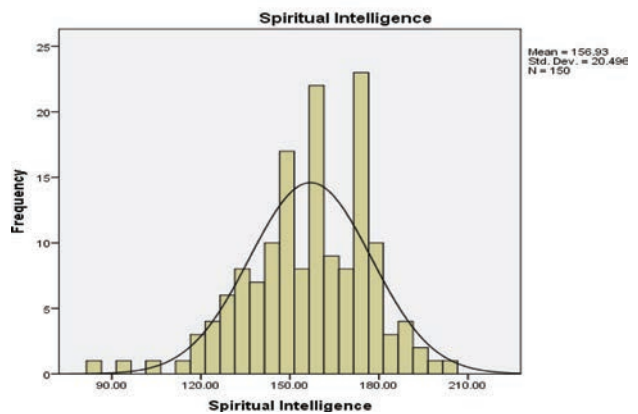


Figure 2 (b): Histogram with Normal curve of Spiritual Intelligence

Table 2: Pearson’s coefficient of correlation

Correlations			
		Emotional Intelligence	Spiritual Intelligence
Emotional Intelligence	Pearson Correlation	1	.587**
	p-value		.000
	N	150	150
Spiritual Intelligence	Pearson Correlation	.587**	1
	p-value	.000	
	N	150	150

**Correlation is significant at the 0.01 level (2-tailed).

In Table 2, Karl Pearson coefficient of correlation for the emotional intelligence and spiritual intelligence at the 0.01 level of significance is calculated. The coefficient of

correlation at 0.01 level of significance for the emotional intelligence and spiritual intelligence is found to be .587 for both; which means there is moderately positive correlation between the two variables under study.

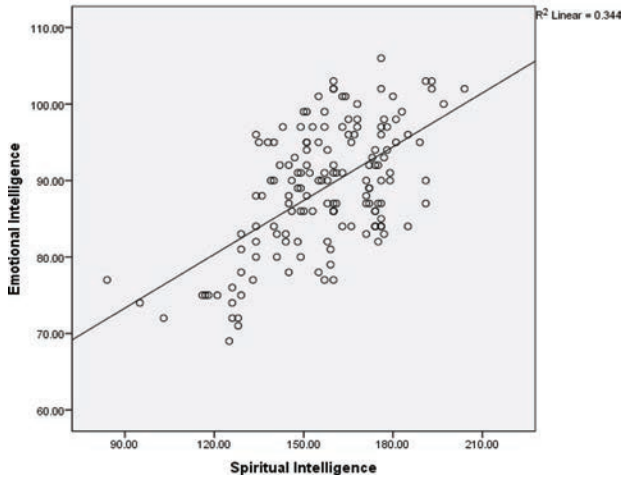


Figure 3: Scatter Diagram of Emotional intelligence and Spiritual Intelligence

The above scatter diagram shows the positive correlation between the emotional intelligence and spiritual intelligence of high school students.

Table 3: Linear Regression for predicting emotional intelligence based on the independent parameter spiritual intelligence

Table 3(a): Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	p-value
0.587	.344	.340	6.651	77.751	.0001**

Table 3(b): ANOVA

Model	Sum of Squares	df	Mean Square	F-value	p-value
1 Regression	3439.277	1	3439.277	77.751	.0001**
Residual	6546.696	148	44.234		
Total	9985.973	149			

Table 3(c): Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	52.228	4.207		12.415	.0001**	43.915	60.542
Spiritual Intelligence	.234	.027	.587	8.818	.0001**	.182	.287

The above tables 3(a), 3(b) and 3(c) present that the calculated significance level of the regression is at 95% confidence interval. The regression model in Table 3(a) confirms the assumption that data is normally distributed. The Table 3(a) Model Summary shows the value of R=0.587 i.e., 58%, R-square = .344 and the standard error of the estimate is found to be 6.651. In Table 3 (b) for regression sum of square and mean square is found 3439.277 and 3439.277 at p<0.0001 respectively. In Table 3(c) the t-value of spiritual intelligence is found to be 8.818 at 95% confidence interval. This leads to the rejection of the null hypothesis. Therefore, a significant positive correlation is found between the variables under study; that the emotional intelligence and spiritual intelligence of the high school students is positively correlated.

9. Finding of the Study

The finding of the present study reveals that emotional intelligence and spiritual intelligence are positively correlated for the given sample of high school students. The findings of the study are in tune with the results of the research conducted by Sogolitappeh *et al.*, (2018); Baezzat, & Sharifzadeh (2013); Keshtegar & Jenaabadi (2015) which found a significant positive correlation between emotional intelligence and spiritual intelligence.

10. Discussion and Conclusion

Emotional intelligence and spiritual intelligence play a very significant role in a student’s life. Only having academic knowledge acquired through intelligence

quotient and being considered as intelligent is not enough for a happy human life. All outward success based on this IQ may easily be damaged by emotional stress and trauma, inner and outer conflict and violence. So, to overcome these problems in life and refine human behavior and therefore ensure holistic development of the students, a balanced approach to nurturing of emotional and spiritual intelligence through the right education should be emphasized along with the intelligence quotient. This study reveals that how emotional intelligence and spiritual intelligence are both significantly related to each other and important to nurture in student's life.

11. Educational Implications of the Study

In the light of the findings, the researcher recommends that all the stakeholders and educationists should develop enrichment programs to nurture the emotional and spiritual intelligence of the school students and develop a holistic curriculum that help to boost these two areas of human intelligence (namely spiritual and emotional intelligence) among the students. For this purpose, specific training modules and resource materials should be developed for all the teachers and students at different levels. More focused research work is needed to be carried out to study the emotional intelligence and spiritual intelligence of school level students.

12. Limitations of the Study

The present study is done on the students studying in 9th standard of private CBSE affiliated school only.

13. Suggestions for Further Study

- Similar studies may be conducted in higher educational institutions in different fields of education: technical, medical, and engineering and management also.
- Further studies may be done on the students studying in PSEB and ICSE pattern schools.
- Relationship between the same variables can be examined for the Hindi and Punjabi medium students studying in Government Senior Secondary schools or Model schools.

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Authorship contribution

Both the authors have contributed equally in the paper.

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Conflict of interest

There is no conflict of interest.

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