

# EFFECT OF EMOTIONAL INTELLIGENCE, SOCIAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS

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## ABSTRACT

The present study investigates effect of, emotional intelligence social intelligence and spiritual intelligence on academic achievement of college students. The sample was drawn of B.A 1st, 2nd and 3rd year students from Sri Guru Arjan Dev Government college of Tarn Taran District affiliated to Guru Nanak Dev University Amritsar.. A 2x2 two way analysis of variance was used to arrive at the following conclusions:

- i. There exists significant interaction at different levels of emotional intelligence and spiritual intelligence on academic achievement of college students.
- ii. There exists significant interaction at different levels of social intelligence and spiritual intelligence on academic achievement of college students.
- iii. There exists significant interaction at different levels of emotional intelligence and social intelligence of college students.

*“Any one can become angry- that is easy. But to be angry with the right person, to the degree, at the right time, for the right purpose and in the right way- that is not easy”.*

## INTRODUCTION

People who have a control over their life can manage and know their feelings well and deal effectively with other people's feelings, while the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly. To be intelligent is to solve new problems and to deal with diverse situations. Intelligence is the ability to learn general adaptability to new problems and situations of life or it is the capacity to recognize one's behavior patterns so as to act more effectively and more appropriately in novel situations.

## ACCORDING TO WECHSLER

“Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with the environment.

Until recently, we have been led to believe that a person's general intelligence measured as intelligent quotient. Intelligent quotient is generally thought of as our analytical

or mathematical intelligence and our linguistic intelligence initially it was expected that intelligent quotient would be a strong predictor of success in careers.

Intelligences of different types like Emotional intelligence, Social intelligence and Spiritual intelligence.

## EMOTIONAL INTELLIGENCE

“It is heart which takes highest plane where intellect can never reach.”

(Vivekanand)

Emotions are said to be the springs of actions. Like smell in the flower, emotions are present in every activity of human beings. The word 'Emotion' is derived from the Latin word “emovere” which means “to stir up”, “to agitate”, 'to excite'. The word emotional intelligence is comprised of two words: emotions and intelligence.

Therefore, the term emotional intelligence refers to the processes involved in the recognition, use of understanding and movement of one's own and others emotional

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states to solve emotional problems and to regulate behavior.

In mid 1990s, Daniel Goleman stressed the importance of Emotional Quotient. Emotional Quotient enables us to be aware of our feelings and those of others. This awareness is vital as we fail to behave rationally when we are overpowered by emotions. It is very important to understand that Emotional Intelligence is not opposite of intelligence it is the triumph of heart. It is the unique intersection of both .

(David Caruso)

### COMPONENTS OF EMOTIONAL INTELLIGENCE

In 1990 Salovey and Mayer coined the term emotional Intelligence. They divided Emotional Intelligence into five components or abilities. These abilities are:

**Self-awareness:** Observing one self and recognizing feelings as they happen.

**Managing emotions:** Handling feeling so that they are expressed and appropriately realized. Emotional intelligence is grounded primarily in psychobiology and modern neuroscience. Howard Gardener (1983) was the first one to point out the distinction between intellectual and emotional capacities and introduced his theory of Multiple Intelligence including interpersonal and intrapersonal intelligence.

**Motivating yourself:** Using emotions to help achieve goals, self-control, delaying gratification, overcoming damaging impulses

**Empathy:** Sensitivity to other people's feelings and concerns.

**Handling Relationships:** Managing emotions in others, social skills, the ability to handle conflicts and difficult issues.

According to Dr. Goleman , people who have control over their emotional life are able to fight inner battles more successfully and can focus on their work and think clearly. He felt that Emotional Intelligence along with Social Intelligence involves the capacity for recognizing not only our own feelings but the feelings of others as well.

### SOCIAL INTELLIGENCE

Social intelligence is the ability of an individual to deal with social situations of daily life. It is the ability to get along well with others. It includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person to achieve his objectives in dealing with others. Social intelligence would not include the feelings or emotions aroused in us by other people, but merely our own ability to understand others and to react in such a way towards them that the desired ends could be attained. High social intelligence is possessed by those who are able to handle people well. Adequate adjustment in social situations is the index of social intelligence. According to Karl Albrecht. More people have lost jobs, friends, marriages and mates because of social incompetence than for all others reasons combined. The simple fact is that people who have a highly developed sense of social intelligence have more friends, better relationship, more successful careers and happier lives than those who lack those skills.

People with high social intelligence are often said to have nourishing behaviors which make others around them feel valued, loved, respected and appreciated. These people are very appealing to others and often described as having a "magnetic personality". Conversely, people who low in social intelligence are often described as "toxic" they cause others to feel angry, devalued, frustrated, inadequate or guilty. They are so preoccupied with personal stress that they fail to see the impact of their behavior on others.

### SPIRITUAL INTELLIGENCE

The English word 'spirit' (from the Latin word, 'Spiritus', which means "breath") has many meanings and connotations, all of them relating to a non corporal substance contrasted with the material body. The term 'spirit' has been defined as "the animating or vital principle, which gives life to the physical organism, in contrast to its material elements. It is the breath of life"

(Webster's Dictionary, 1997). The spirit of a human being is the animating, sensitive or vital principle in that individual, (similar to or same as the soul, 'Aatma'), taken to be the seat of the mental, intellectual and emotional powers.

According to Zohar & Marshall (2000), SI is described as

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; the intelligence with which we can assess that, one course of action or one life-path is more meaningful than another.

The following are some of the major concepts of SI(Spiritual Intelligence)/SQ(Social intelligence) as reflected in the work of Zohar and Marshall(2000):

1. SQ/SI is used to grow our human brains. The spiritual intelligence helps an individual to become transformed for a better life.
2. Spiritual intelligence is used when one need to be flexible, visionary or creatively spontaneous.
3. It helps in dealing with existential problems. It gives an insight of what life's struggles are about. SQ is our conscience.
4. SQ helps in understanding the meaning and essential motive behind all great religions.
5. Spiritual intelligence helps in the integration of intrapersonal and interpersonal intelligences. So spiritually intelligent individual will be good in management of his own things as well as that of others.
6. Spiritual intelligence helps an individual to go beyond his immediate ego/self to live a life at a deeper level of meaning.
7. It is through spiritual intelligence that one can fight with the problems of good& bad, and life & death.

Robert Emmons (2000) defined spiritual intelligence as “the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment.” He originally proposed 5 components of spiritual intelligence which are follows:

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.

According to Stephen Corey (2004) “Spiritual intelligence is the central and most fundamental of all the intelligences, because it becomes the source of guidance for the others.

Wigglesworth (2012) defined spiritual intelligence as “the ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of the circumstances.” She broke down the competencies that comprise SQ into 21 skills, arranged into a four quadrant model similar to Daniel Goleman's widely used model of emotional intelligence or EQ. The four quadrants of spiritual intelligence are defined as:

1. Higher Self / Ego self Awareness
2. Universal Awareness
3. Higher Self / Ego self Mastery
4. Spiritual Presence / Social Mastery
5. Higher Self / Ego self Awareness
6. Universal Awareness
7. Higher Self / Ego self Mastery
8. Spiritual Presence / Social Mastery

#### **The Characteristics of Spiritual Intelligence**

1. Self-awareness: knowing ourselves, our beliefs , values and what really motivates us
2. Deep gratitude for everything we have received in life and everyone who has helped us
3. An ability to forgive others who have hurt us and an ability to apologise when we hurt others
4. The ability to be flexible and spontaneous - to adapt and react to a reality which changes from moment to moment
5. The virtue of being inspired by vision and values - letting our vision lead us and acting in accordance with our principles and values
6. Holism i.e. being able to see larger patterns, relationships and the connections between things. Having a sense of belonging to

- humanity, the community of life and the entire universe
7. Compassion: deep empathy
  8. Celebrating Diversity - to respect and value other people and life-forms for their differences
  9. A tendency to "Field Independence"-standing up for one's own convictions and being able to go against the crowd.
2. To find out interaction effect of social and spiritual intelligence on academic achievement of college students.
  3. To find out interaction effect of emotional and social intelligence on academic achievement of college students.

### ACADEMIC ACHIEVEMENT

The world is becoming more and more competitive day by day; quality of performance has become the key factor for personal progress. Parents desire that children climb the ladder of performance to as high level as possible. The desire for a high level achievement puts a lot of pressure itself. Infact, it appears as if the whole system of education revolves around the academic achievement of the students. Thus, a lot of time and efforts of an institution are used for helping students to achieve better in scholastic endeavors.

The term academic achievement is made of two words 'Academic' and 'Achievement'. The word 'Academic' has been derived from word Academy which means the school where special types of instructions are imparted. So academic would mean any activity or action that is scholastic in nature and the word 'Achievement' means the level of proficiency attained. Achievement signifies accomplishment or gain or performance carried out successfully. The achievement of an individual can be found out by using an achievement test.

Encyclopedia of Education (1997) defined Academic Achievement as a means of successful accomplishment or performance in a particular subject area or course, usually by reasons of skill, hard work and interest, typically summarized in various types of grades, marks or scores.

### OBJECTIVES

1. To find out the interaction effect of emotional intelligence and spiritual intelligence on academic achievement of college students.

### HYPOTHESES

H1O: There is no significant interaction at different levels of emotional intelligence and spiritual intelligence on academic achievement of college students.

H2O: There is no significant interaction at different levels of spiritual intelligence and social intelligence on academic achievement of college students.

H3O: There is no significant interaction at different levels of emotional intelligence and social intelligence of college students.

### SAMPLE

The college students, studying in the B.A. Ist, 11nd 111rd years were taken as subjects in thus present study. They were drawn from Sri Guru Arjan Dev Government college of Tarn Taran District affiliated to Guru Nanak Dev University Amritsar. This sampling was cluster sampling as the investigator took the cluster of B.A. Ist, 11nd 111rd years students from Sri Guru Arjan Dev government College Tarn Taran.

### TOOLS USED

Following tools will be used for the measurement of different constructs.

1. Emotional Intelligence scale by Mangal, (2005).
2. Social Intelligence scale by Chadha, (1971)
3. Spiritual intelligence scale by Koradia, Singhal & Narang, (2008)

### ANALYSIS AND INTERPRETATION

#### Analysis of Descriptive Statistics

The data were analysed to determine the nature of the distribution of scores by employing mean and standard deviation. The two way analysis of

variance was used to test the hypotheses to study the interaction effect of variables taken in the study.

**Table 1: Summary of Analysis of Variance (2X2) factorial design**

Dependent Variable	Source of Variation	Sum of Squares	Df	Mean of Sum of Squares	F-ratio
Achievement	Emotional Intelligence (A)	177.75	1	177.75	59.43**
	spiritual intelligence (B)	160.10	1	160.10	53.29**
	A × B	370.93	1	370.93	123.41
	Error Term	15310.58	205	746.50	

**\*\*Significant at 0.01 level**  
(Critical Value 3.89 at 0.05 and 6.76 at 0.01 level, df 1/205)

**Interaction Effect (A × B)**

It is seen from the table 2 that the F-ratio for interaction between emotional intelligence and spiritual intelligence is found to be 123.41 which in comparison to the table value was found to be significant at 0.01 level of significance. Hence, the null hypothesis H10 which states, there exists no significant interaction at different levels of emotional intelligence and spiritual intelligence on academic achievement of college students, is rejected. It may be concluded that there was difference in the gain scores on achievement is due to interaction of emotional intelligence and spiritual intelligence.

H20 There is no significant interaction at different levels of social intelligence and spiritual intelligence on academic achievement of college students.

**Table 2: Summary of Analysis of Variance (2X2) factorial design**

Dependent Variable	Source of Variation	Sum of Squares	Df	Mean of Sum of Squares	F-ratio
Achievement	Social Intelligence (A)	1193.44	1	1193.44	72.43**
	Spiritual Intelligence (B)	2550.75	1	2550.75	55.95**
	A × B	1296.93	1	1296.93	83.41
	Error Term	899.58	205	4.38819	

**\*\*Significant at 0.01 level**  
(Critical Value 3.89 at 0.05 and 6.76 at 0.01 level, df 1/205)

**Interaction Effect (A × B)**

It is seen from the table 2 that the F-ratio for interaction between social intelligence and spiritual intelligence is found to be 83.41 which in comparison to the table value was found to be significant at 0.01 level of significance. Hence, the null hypothesis H10 which states, there exists no significant interaction at different levels of social intelligence and spiritual intelligence on academic achievement of college students, is rejected. It may be concluded that there was difference in the gain scores on achievement is due to interaction of social intelligence and spiritual intelligence.

H30 There is no significant interaction at different levels of emotional intelligence and social intelligence of college students.

**Table 3: Summary of Analysis of Variance (2x2) factorial design**

Dependent Variable	Source of Variation	Sum of Squares	Df	Mean of Sum of Squares	F-ratio
Achievement	Emotional Intelligence (A)	1346.75	1	1346.75	59.43**
	Social Intelligence (B)	1408.10	1	1408.10	7.29**
	A × B	1766.93	1	1766.93	13.41
	Error Term	1323.58	205	6.456	

**\*\*Significant at 0.01 level**  
(Critical Value 3.89 at 0.05 and 6.76 at 0.01 level, df 1/205)

**Interaction Effect (A × B)**

It is seen from the table 3 that the F-ratio for interaction between emotional intelligence and social intelligence is found to be 13.41 which in comparison to the table value was found to be significant at 0.01 level of significance. Hence, the null hypothesis H30 which states, there exists no significant interaction at different levels of emotional intelligence and social intelligence on academic achievement of college students, is rejected. It may be concluded that there was

difference in the gain scores on achievement is due to interaction of emotional intelligence and social intelligence.

### CONCLUSION

1. There exists significant interaction at different levels of emotional intelligence and spiritual intelligence on academic achievement of college students.
2. There exists significant interaction at different levels of social intelligence and spiritual intelligence on academic achievement of college students.
3. There exists significant interaction at different levels of emotional intelligence and social intelligence of college students.

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