

# An Empirical Study to Explore the Relation Between Spiritual Intelligence and Emotional Intelligence among Commerce Students

Amita Jain ★ Rajeev Kansal ★ ★

## Abstract

*In the Business environment of the fast changing technological growth and communication system there are requirements for human resources having Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ). The SQ and EQ are useful in handling intrapersonal and interpersonal relationship whereas IQ helps to take logical decisions. This paper presents the results of an investigation aimed to explore the relation between Spiritual Intelligence and Emotional Intelligence among commerce students. The research is based on the purposive sample selected from students of M.Com, Commerce Department of Punjabi University, Patiala. For data collection and scoring of variables, methodology used by Zainuddin Ahmed namely ROQAN Spiritual Intelligence test (RSIT) and ROQAN Emotional Intelligence test (REIT) are followed. The statistical analysis of Pearson's product moment method of correlation is calculated. Finding of the paper is that significant positive relationship exists between Spiritual Intelligence and Emotional Intelligence (along with its dimensions) among commerce students.*

**Keywords:** *commerce Students, Emotional Intelligence, Intelligence Quotient, Relationship. Spiritual Intelligence*

## Introduction

Following operational definitions are provided by researchers:

**Spiritual Intelligence:** According to Zohar & Marshall (2000), "Spiritual intelligence is the ultimate intelligence 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 life path is more meaningful than other." It has been classified into the six dimensions: The Inner Self, The interself, Biostoria, Life Perspectives, Spiritual

Actualization and Value Orientation.

**Emotional Intelligence:** According to Goleman (1998), "Emotional intelligence refers to the capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." It consists of five dimensions such as Self Awareness, Self regulation, Motivation, Empathy and Social skills.

## Review of Literature

A study by Animasahun (2008) investigated the possible predictive estimates of emotional intelligence, spiritual intelligence, self efficacy and creativity skills on conflict resolution behaviour among the NURTW (National Union of Road Transport Workers) and found the positive correlation among emotional intelligence,

★ Ms. Amita Jain, Assistant Professor,  
University College, Punjabi University,  
Patiala, Dhilwan (Barnala), Punjab, India.

★★ Dr. Rajeev Kansal, Professor, Faculty of Business  
Studies, Punjabi University, Patiala, Punjab, India.

spiritual intelligence, self-efficacy and creativity skills. On an experimental study for enhancement of emotional intelligence (EI) and spiritual intelligence (SI) among B.Ed. student-teachers. Joy (2011) concluded that the emotional intelligence is the effective capacity for social adjustment and spiritual intelligence renders meaning and value for life. Gupta (2012) examined the spiritual intelligence and emotional intelligence in relation to self-efficacy and self-regulation among college students. On the other hand, Kaur, Singh & Kaur (2012) explored emotional intelligence (EI) as a function of different academic subjects of choice, spiritual quotient (SQ) and gender. They further reported that academic subjects of choice have a significant effect on emotional intelligence of university students.

Adiputra and Agustini (2013), while exploring results on relationships between emotional intelligence and spiritual intelligence, reported its significant and positive effect among accounting students of the university. Authors further suggested that attitudes and behavior of ethical accountants (auditors) should be framed in accounting syllabi. Kaur and Singh (2013) studied the relationship among emotional intelligence, social intelligence, spiritual intelligence and life satisfaction of teacher trainees. Subramaniam (2014) explored the relationship between Emotional Intelligence (EI), Spiritual Intelligence (SI) and Wellbeing of 60 management executives working in a large wireless technology development company in the USA and believed that both EI and SI complement each other. Executives' wellbeing may be expected to be higher with both of these intelligences.

Soltani et al. (2015) investigated the impact of emotional intelligence and citizenship behaviour on productivity with emphasis on spiritual intelligence. In addition, the role of emotional intelligence and citizenship behavior on human relationships with

the staff and also the importance of spirituality were identified as major contributors to create a dynamic and effective organization. Findings of Pradhan and Jena (2016) indicated that emotional intelligence works as a powerful conciliator between workplace spirituality and organizational commitment. Authors suggested that organizations may increase the level of employees' commitment, by providing a sense of meaning to their job profile and the sense of self-awareness along with respect for others and interconnectedness. Pulungan and Siregar (2016) after investigating the average level of spiritual intelligence and emotional intelligence of 200 accounting students at the college of Lampung province, concluded in their studies that for providing quality graduates, accounting education should have focused on quality on formation of their character, attitude and learning based on practice in resolving cases in accounting.

Therefore, after reviewing the studies in relation to spiritual intelligence and emotional intelligence, the present study has been framed to explore the relationship between spiritual intelligence and emotional intelligence (alongwith dimensions) among commerce students.

### **Scope of the study**

The basic goal of this study is to explore the relationship between spiritual intelligence and emotional intelligence among commerce students. Indian organizations comprised the workforce that represents the people from different walks of life. Global presence of India in the international economic system and the entry of foreign direct investment, emphasized the importance to ensure effectiveness of overall sectors of economy. In a study on emotional intelligence and spiritual development, Geula (2004) expressed that, "In the age of abundance of information, the missing wing is the love that must lift the spirit mobilizing one's will towards self regulation and self discipline".

Previous researches focused on the importance and the role of different intelligences among students and role of spiritual intelligence and emotional intelligence at workplace. Yet not much study has been conducted to explore the relationship between spiritual intelligence and emotional intelligence of commerce students. In addition, this study is very important for many reasons: (1) The study contributes to the literature on how spiritual intelligence and emotional intelligence become important resource for enhancing students' learning, success and quality in commerce education. (2) The universities may consider changes in the approach for training commerce students in the area of spiritual intelligence and emotional intelligence.

#### **Objectives of the study:**

1. To study the relationship between spiritual intelligence and emotional intelligence among commerce students.
2. To study the relationship between various dimensions of spiritual intelligence and emotional intelligence among commerce students.

#### **Hypotheses:**

H01: There exists a significant relationship between spiritual intelligence and emotional intelligence among commerce learners.

H02: There exists a significant relationship between various dimensions of spiritual intelligence and emotional intelligence among commerce learners.

#### **Methodology: Population and sample of study**

The target population for the present study comprises of students enrolled in commerce department of Punjabi University, Patiala. For purposive sampling procedure is followed to select 75 students of the total sample, 13 students (17.3%) were male and 62 were female (82.7%), 56 students (74.7%) were in the age group of 20-22 and 19 were (25.3%) in the age range of 23-25. Further, location wise, 48

students (64%) belonged to urban, 06 students (8%) to semi-urban and 21 students (28%) to the rural area. A very low percentage of male is found in comparison to their female counterparts. Therefore, the sample distribution revealed a favorable place of women in the commerce field, in the coming years.

#### **Instruments for data collection:**

To measure the Spiritual Intelligence of the commerce students, ROQAN Spiritual Intelligence test (RSIT) developed by Prof. Roquiya Zainuddin and Anjum Ahmed (2010) has been adapted. This measure developed for the postgraduate students in the age group of 21-45, consists of items of six dimensions comprising 'The Inner Self', 'The Inter Self', 'Biostoria', 'Life Perspectives', 'Spiritual Actualization', 'Value Orientation'. The Scale of measurement of each variable was taken in 5 points while 5 refers to strong agreement, 4 agree and 3 neutral like wise 2 disagreement and 1 strong disagreement

Emotional Intelligence, ROQAN Emotional Intelligence test (REIT) developed by Prof. Roquiya Zainuddin and Anjum Ahmed (2008) is adapted in this research. In this measure there are 30 variables having 5 dimensions ranging Self-awareness, Emotional self-regulation, Motivation, Empathy, Empathy. Respondents are given three choices i.e. A> B>C having value of 3, 2, 1, respectively, as per their method of measurement.

#### **Statistical Techniques:**

In order to achieve the objectives of the study, Pearson's product moment method of correlation, are used for data analysis. Mean, median, Standard deviation skewness and kurtosis are also computed to judge the nature of the distribution of the spiritual intelligence and emotional intelligence scores of commerce learners.

## Results & Discussion

Table-1 (in the appendix) reveals that the measure of central tendencies (mean and median) are closer together and hence, it can be inferred that the distribution of spiritual intelligence and emotional intelligence scores for the commerce learners is almost normal. Findings of results show that the value of skewness is within normal standards and shape of the distribution as little platykurtic for both spiritual intelligence and emotional intelligence but within the normal limits. It can be inferred from the results that the scores on both spiritual intelligence and emotional intelligence show low concentration in the neighborhood of central tendency due to its platykurtic nature.

Results reported in Table-2 (in the appendix) show that the co-efficient of correlation between spiritual intelligence and emotional intelligence of commerce learners is .334 which indicates positive relationship between spiritual intelligence and emotional intelligence significant at .05 level and even at .01 level of significance. Hence, H01 'there exists significant the relationship between spiritual intelligence and emotional intelligence among commerce students' is accepted. Thus, it is inferred by the present research that there is a significant and positive relationship between spiritual intelligence and emotional intelligence of commerce students. With regard to degree of correlation, low correlation (Garrett, 2014, p.176) was found between spiritual intelligence and emotional intelligence as the value of  $r$  lies in the range of  $\pm .20$  to  $\pm .40$ . The low correlation between spiritual intelligence and emotional intelligence of commerce students shows that with every increase in spiritual intelligence, emotional intelligence also get increased but at a low degree and vice-versa.

Present findings are supported by the research of Kaur, Singh & Kaur (2012) showing that Students who score high on spiritual quotient also score

high on emotional intelligence. Results of other researches like, Subramaniam (2014) are also in agreement with the present study. Joshi (2008) concluded that although Emotional Intelligence were positive and significantly related with Spiritual Intelligence but in case of high achievers & moderate achievers, the two construct were not related to one another. On the other hand, Kaur and Singh (2013) find no significant relationship among emotional intelligence and spiritual Intelligence.

The results of the table-3 (in the appendix) indicate the coefficient of correlation between different dimensions of spiritual intelligence and emotional intelligence. The significant positive correlations are found between The Inner Self and Motivation ( $r=.274$ ,  $p<.05$ ); The Inter self and Motivation ( $r=.244$ ,  $p<.05$ ) respectively. Thus, these indicate that the increase in scores of two dimensions of spiritual intelligence i.e. The Inner Self and The Interself would also result increase in scores of Motivation and vice versa. It can be inferred here that students who are conscious of ultimate reality/divinity and are aware of their influence on others, may be able to pursue their goals. Further significant and positive correlations are found between Life Perspectives and Self Awareness ( $r=.377$ ,  $p<.01$ ); Life Perspectives and Self regulation ( $r=.326$ ,  $p<.01$ ); Value Orientation and Self Awareness ( $r=.232$ ,  $p<.05$ ) respectively. Whereas, two dimensions of spiritual intelligence namely; Biostoria (SI-3) and Spiritual Actualization (SI-5) have no significant correlation with any dimensions of emotional intelligence. It indicated that experiences of one's life (Biostoria) and the capacity to identify transcendent patterns of the self (Spiritual Actualization) have no association with the capacity to recognize one's own feelings and those of others.

Results are of the present study revealed a significant and positive relationship between some

dimensions of spiritual intelligence and emotional intelligence among commerce students. Further, with regard to degree of correlation, low correlation is found between some of the dimensions of spiritual intelligence and emotional intelligence. According to Wigglesworth (2006), “some degree of emotional self-awareness and empathy is an important foundation” for spiritual growth.

Present findings support the research done by Siddiqui (2014) who found positive correlation coefficient ( $r=.184$ ,  $p < .01$ ) between spiritual intelligence and achievement motivation of students but did not find any correlation between grit and spiritual intelligence among students. A significant positive correlation coefficient was found between different dimensions of spiritual intelligence and differentiation of self (viz; Emotional cut-off, Emotional Reactivity, Fusion with others and ‘I’ Position) in the study conducted by Jacob (2013). Gupta (2012) also found significant and positive correlation coefficient between spiritual intelligence and self regulation.

Hence, second hypothesis ‘there exists significant relationship between various dimensions of spiritual intelligence and emotional intelligence among commerce students’ is partially accepted and partially rejected.

## Conclusion

The main purpose of the study is to find out relationship between spiritual intelligence and emotional intelligence among the commerce learners. The predominant conclusion that emerge from this study is that emotional intelligence increases with increase in spiritual intelligence and vice versa. There also appears to be a direct relationship between the various dimensions of the variables under the study. As the literature of the various studies revealed that both spiritual intelligence and emotional intelligence reflect the

success in organizational commitment, citizenship behaviour and many other personality traits of human resource. Wigglesworth (2006) asserts that, some basics of EQ are necessary to successfully start one’s spiritual growth. Safara and Bhatia (2013), while differentiating spiritual intelligence and emotional intelligence, concluded that “spiritual intelligence was to discover wisdom and intelligence, and, wisdom is dealing with emotional and intellectual issues”(p.420).The results of the present study fund positive and significant relationship between spiritual intelligence and emotional intelligence among commerce students. Further research should be carried out to support the results. Findings of the study are restricted to students enrolled in commerce department of Punjabi University, Patiala. So it needs to be confirmed through carrying out more studies while considering the students from other universities. Any future research may add to it in the light of present findings of the study, thus leading to better generalization.

## Educational implications

It is of great relevance to mention the implications of the present study for the university students who are going to enter in the various professions, services and industries in their near future. Both cognitive and non-cognitive abilities reflect the behaviour of employees. Chin, Anantharaman and Tong (2011) concluded in their studies that the employees possessing both spiritual intelligence and emotional intelligence would be an asset to the organization and would also reflect the working environment. As for as, cognitive abilities are concerned with the level of education, skill and experience, non-cognitive abilities means “the levels of emotional intelligence and spiritual intelligence” (p.7). On describing the importance of real education, Geula (2004) concluded that “real education must acknowledge the spiritual and

emotional development of the child” and further she opined that an integrated education, “will enable the students to connect through shared emotional experiences and to reach their full potential as the image of their higher selves, the divine”. Result of this study can be used to know the level of spiritual intelligence and emotional intelligence of the commerce students. The present study can surely help the commerce educators in understanding the relationship between various dimensions of spiritual intelligence and emotional intelligence so that these intelligences may benefit the commerce student's fraternity. Findings of the study with respect to the co-relates of spiritual intelligence and emotional intelligence will be beneficial for commerce student with their self-awareness to regulate emotions in relationships. Their spiritual intelligence will surely guide to improve the performance in various fields of life where they will be expected to be more clear about the meaning and purpose of life.

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### Appendix

**Table 1: Descriptive Statistics of Spiritual Intelligence and Emotional Intelligence among Commerce students (N=75)**

Variables	Range of Scores	Mean	Median	S.D	Skewness	Kurtosis
Spiritual Intelligence	78-390	311.63	313	26.88	0.05	-0.33
Emotional Intelligence	30-90	68.55	68	4.75	-0.07	0.62

**Table 2: Correlation between Spiritual Intelligence and Emotional Intelligence**

Variable	Sample	Emotional Intelligence
Spiritual Intelligence	75	0.334**

Note. \*\*( $p < 0.01$ )

(Critical Value .302 at 0.01 level,  $df = 73$ )

**Table 3: Correlation between Dimensions of Spiritual Intelligence and Emotional Intelligence**

Dimensions	EI-1	EI-2	EI-3	EI-4	EI-5
SI-1	.115	.222	.274*	.045	.132
SI-2	.217	.164	.244*	-.003	.146
SI-3	.081	.229	.011	-.136	.057
SI-4	.377**	.326**	.09	.065	.122
SI-5	.19	.196	.196	.03	.159
SI-6	.232*	.07	.112	.204	.032

Note. \*( $p < 0.05$ )    \*\*( $p < 0.01$ )

(Critical Value .232 at 0.05 and .30 at 0.01 level,  $df = 73$ )

#### Legend

SI -1: The Inner Self, SI- 2: The Interself, SI-3: Biostoria, SI-4: Life Perspectives, SI-5: Spiritual Actualization, SI-6: value Orientation

EI-1: Self Awareness, EI-2: Self regulation, EI-3: Motivation, EI-4: Empathy, EI-5: Social skills