

## **SPIRITUAL INTELLIGENCE IN STUDENTS PURSUING PROFESSIONAL AND NON-PROFESSIONAL COURSES: A COMPARATIVE STUDY**

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### **1.1 Introduction**

Traditional education in India was largely non-professional in its compositions. It was after the advent of British rule; the modern professional education came into vogue in India. It was in the mid of the 19<sup>th</sup> century that Calcutta, Madras and Bombay Universities came into existence. After Independence, with the establishment of separate department for education both at centre and state level provided impetus to the proliferation of higher education. It is to be noted that till 1970's and 80's a small number of students would go for professional education. This situation has undergone a dramatic change in the last 3 decades or so. The preparedness of the government to increase funding for higher professional education, freedom to the private partners to run private professional colleges, ever increasing demand from the industry to accommodate more and more professional trained graduates. Opportunity made available by the globalization, increased awareness on the part of parents and students themselves of the advantages of professional education are some of the significant factors that have made professional education more popular in the recent decades. In the contemporary times the number of those who take professional education has significantly increased. It is very difficult to quote exact figures, however, different agencies and surveys put the figure of professional student in India between 22 to 37% of the total students who opt for higher education. It is quite reasonable to mention that the type of education that one receives emerges as one of the important factors that governs his attitude towards life and determines his choices to very great extent. 100s and 1000s of graduates and post graduates come out every year from colleges and Universities from India.

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Their exposure to different educational environment as professional or non professional learner is bound to have different impact on their psychological and behavioural traits. Subsequently, the impact of their behaviour as professional and non-professional graduate students is also going to be different on society. The knowledge and understanding as how their training as professional and non-professional students affects their other traits and characteristics will prove to be of immense help to all who are directly or indirectly concerned with education. Moreover, professional graduates play a crucial role in the process of social and economic amelioration of society; therefore, it is imperative to understand how they differ from those of non-professional students. It is to be born in mind that this difference should not be misconstrued as any type of superiority over those of non-professional students. It is the matter of knowledge that entire development of modern professional education has taken place as a response to fulfilment of industrial demands. It has also been argued by educationist and psychologist that the professional education can equip the learners with the necessary knowledge to earn their bread and butter but it remains questionable whether the professional education which is largely technical in its orientation does also facilitate the comprehensive development of the personality which is inclusive of intellectual, artistic, aesthetic, social and spiritual development. There is a school of thought that has been arguing consistently that so called non-professional education which emphasises more on awareness and understanding of life and world and less on skill development is more conducive to live contented and happy life. Therefore, it is desirable to carry out research to investigate how different type of education does impact various psychological and behavioural traits or factors and to what extent. Here it would be appropriate to throw some more light on the concepts of professional and non-professional education.

### **Professional and non-professional courses**

Professional courses are the course in which one studies about the various professional skills and competencies that can help the learner in the earning of their livelihood and running the life in the affordable manner. Nowadays, wide range of professional courses is available. Professional education increases the opportunities of acquiring job or to start one's own venture.

Non-Professional students are those who pursue their degree in liberal courses such as arts, commerce, basic sciences, humanities, social work, fine arts, music, drama, creative writing etc.

There is less competition in liberal courses. The expectations of parents in general and society in particular are not very high from non-professional students. The chances of high stress, anxiety, depression, psychosomatic disorders are also less among non-professional students as they are not exposed to the same degree of competition and social pressure.

**Meaning and Definition of Spiritual Intelligence:-** Growth of Spirituality has been concurrent with growth of Humanity. Ever since the primitive existence of human race, man has been wondering in search of the supreme. In course of time the supreme or the unknown has acquired many names and forms.

Emmons (2000) for example, drawn on Gardner's definition of intelligence and argues that spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. From this perspective when we look at spirituality through the lens of intelligence, it means that spiritual intelligence is a framework for identifying and organizing skills and abilities needed for the adaptive use of spirituality.

Zohar and Marshal (2000) , described that "with spiritual intelligence 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's life-path is more meaningful than another".

**1.2 Aim :-** This research paper aims at comparing the Spiritual intelligence level of students pursuing professional and non-professional courses . It also aims at finding the gender difference in this connection.

### **1.3 Hypotheses**

- 1.** Male and female students pursuing professional and non-professional courses differ significantly on spiritual intelligence
- 2.** Female students pursuing professional courses will show higher level of spiritual intelligence than male students.
- 3.** Female students pursuing non- professional courses will show higher level of spiritual intelligence than male students.

## 1.4 Review of Literature

1. Hossein Karimi Moonaghi, et al (Dec. 2012) found a significant relationship between spiritual intelligence and self assessed professionalism components in performance of professional responsibilities dimension, indicating that spiritual intelligence can be the basis for professional promotion.
2. According to Hilal Huma et,al (2013) the findings of the research clearly revealed that professional and non-professional students significantly differed with respect to spiritual intelligence. More specifically professional students were found to have higher spiritual intelligence than non-professional students.
3. Rew and Wong (2006) reviewed some recent research work carried out by several investigators were concerned to ascertain the relationship between adolescent religiosity/spirituality and mental health. They examined 20 articles between 1998 and 2004 and observed that most studies (90%) showed that the higher levels of religiosity/spirituality were associated with better mental health in adolescents. The relationship between religiosity/spirituality and mental health were generally stronger or more unique for males and older adolescents than for females and younger adolescents.
4. Saidy, Hassan, Abd, Jalil, Arif, and Eric (2009) in their study discussed the importance of emotional and spiritual intelligence from the National Education Philosophy towards language performance of secondary school students. The result reveals that the awareness of the needs to enhance secondary students' language skills through emotional and spiritual balance should be given emphasis in the current educational system.
5. Shabani, Hassan, Ahmad, and Baba (2011) made an attempt to examine the spiritual intelligence and emotional intelligence can be considered as predictor for mental health. They reported that the mental health can be influenced by spiritual intelligence and emotional intelligence, but the moderate effect of age on relationship of spiritual intelligence and emotional intelligence with mental health was not found significant.

## 1.5 Research Methodology

1. **Sample :-** The sample for this study consists of 500 professional and non-professional students with the age range of 18-23 year. In each group N is 250. In both the groups 125 male and 125 female students are taken. This sample is drawn from the Nagpur city for professional students

from various engineering, medical, law and management colleges. The non- professional students are taken from arts, commerce, science, social work colleges. Random sample technique is used.

**2.Tool Used :-** Roqan Spiritual Intelligence test was administered to the sample. The questionnaire contained 78 questions in Hindi. There was no time limit to fill the questionnaire, most of the respondent took 20 minutes to complete it. They were asked not to omit any item from the questionnaire and answer all the questions as authentically as they could.

### 1.6 Result and interpretation

The collected data was interrelated by applying statistical techniques such as mean, standard deviation, t- test, correlation. The findings and results of this study are as under.

**Table 1 Descriptive statistics: Spiritual Intelligence**

		Mean	Variance	T-Stat	T-Critical(Two Tail)
Innerself	Prof. Male	30.08	26.79	-1.08	1.96
	Prof. Female	30.76	21.55		
Interself	Prof. Male	65.21	116.31	0.74	1.96
	Prof. Female	64.2	119.58		
Bio-Storia	Prof. Male	21.37	20.77	1.4	1.96
	Prof. Female	12.54	10.27		
life perspective	Prof. Male	36.08	27.62	1.05	1.96
	Prof. Female	36.11	27.29		
Self Actualization	Prof. Male	76.96	80.07	0.99	1.96
	Prof. Female	75.81	80.36		
Value Orientation	Prof. Male	42.12	62.04	-0.05	1.96
	Prof. Female	42.16	49.8		
Overall	Prof. Male	45.42	20.44	0.77	1.96
	Prof. Female	44.97	23.11		

It is evident from the above table that there is no significant difference between professional and

non-professional group over the level of spiritual intelligence. As the difference is insignificant it invalidates the hypothesis.

**Table 2 Spiritual intelligence in Professional Courses**

Group	Sex	Mean	Variance	N	T score
Professional	Male	45.42	20.44	125	<b>0.073</b>
	Female	44.97	23.11	125	
	Total	<b>45.19</b>	<b>21.77</b>	<b>250</b>	
Non-professional	Male	44.04	30.27	125	
	Female	46.02	23.61	125	
	Total	<b>45.03</b>	<b>26.94</b>	<b>250</b>	

It is evident from the above table that there is no significant difference between professional male and professional female over the level of spiritual intelligence. There is insignificant difference between male and female students pursuing professional courses hence hypothesis 2 is rejected.

**Table 3 Spiritual intelligence in Non-Professional Courses**

		Mean	Variance	T-Stat	T-Critical(Two Tail)
Innerself	Non Prof. Male	31.82	23.58	-1.44055	1.96
	Non Prof. Female	32.74	27.40		
Interself	Non Prof. Male	64.28	111.72	-1.41794	1.96
	Non Prof. Female	66.00	72.21		
Bio-Storia	Non Prof. Male	20.31	14.70	-1.14054	1.96
	Non Prof. Female	20.89	17.18		
life perspective	Non Prof. Male	35.01	30.70	-1.61738	1.96
	Non Prof. Female	36.20	37.19		
Self Actualization	Non Prof. Male	72.98	167.06	-1.7759	1.96
	Non Prof. Female	75.83	154.42		
Value Orientation	Non Prof. Male	39.97	57.87	<b>-4.79459</b>	1.96
	Non Prof. Female	44.50	54.01		

Overall	Non Prof. Male	44.04	30.27	0.57	1.96
	Non Prof. Female	46.02	23.61		

It is evident from the above table that there is no significant difference between non professional male and non professional female over the level of overall spiritual intelligence. The difference is significant only in value orientation parameter. There is insignificant difference between male and female students pursuing non- professional courses hence hypothesis 3 is rejected.

### 1.7 Discussion

**H1:-** Male and female students pursuing professional and non-professional courses differ significantly on spiritual intelligence.

The findings of this study indicate that the hypothesis 1 is not confirmed as the t-score of two groups is insignificant. It means learning of professional or non-professional courses does not significantly influence the spiritual intelligence. It is pointed out that the spiritual intelligence evolves under the impact of wide range of factors including parenting style, family background, emotional intelligence, personality type, creativity, socio-economic background and so on. The present study has shown that both professional and non-professional students have almost same level of spiritual intelligence.

**H2:-** Female students pursuing professional courses will show higher level of spiritual intelligence than male students.

The findings of this study show that the t scores is 0.77 which is insignificant. As a result hypothesis 2 is also not proved. It cannot be said that female students pursuing professional courses will show higher level of spiritual intelligence. Insignificant scores is consistent with all the parameters of spiritual intelligence including inner self, interself, bio-storia, life perspective, self actualization and value orientation. Education in general and that of professional education in particular is a great levelling factor. It provides equality of opportunities to both males and females in life. Exposure to professional education makes it possible even for the females to get acquainted with modern and contemporary theories and thoughts. It has laid to decline of gender

differences which were the result of socialization. Perhaps, this amounts for no significant difference on spiritual intelligence between male and female students.

**H3:-** Female students pursuing non- professional courses will show higher level of spiritual intelligence than male students.

The findings of this study have indicated that hypothesis 3 is also not confirmed as the t-score is insignificant. It is evident that there is no significant difference between Non professional male and non professional female over the level of overall spiritual intelligence except the value orientation parameter.

The present study has found out that there is no significant difference over the level of spiritual intelligence in both the groups. It is to be noted that the sample taken for the study is small one and more such studies need to be carried out before anything conclusively be stated.

It can be concluded that:-

- No significant difference has been found in professional and non-professional group of students with regard to level of spiritual intelligence.
- No significant difference is observed between male and female students pursuing professional courses.
- Similarly, there is no gender difference between students pursuing non-professional courses as well.

### **1.8 Limitations**

1. Moreover, the sample of this study does not include the representation from differently able students. This can also be viewed as one of the limitations of present study.
2. The study is limited in the sense that the sample has been drawn from the jurisdiction of Nagpur district while millions of students are pursuing professional and non-professional courses elsewhere.
3. It is well established fact that socio-economic class, cultural orientation and to certain extent religious and political affiliations can also influence spiritual intelligence which is not taken into consideration.



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