

ROLE OF SPIRITUAL INTELLIGENCE IN RELATION TO ACADEMIC ACHIEVEMENT OF UNIVERSITY STUDENTS

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ABSTRACT

This research aims to investigate the spiritual intelligence and academic achievement of University students. Sample comprised of 80 University students within age range from 18 to 20 years from different faculties of Aligarh Muslim University, India. Spiritual intelligence of students was observed by King's (2008) Spiritual Intelligence Self Report Inventory (SISRI-24). Correlation analysis was applied for data analysis. Result showed the significant positive relationship exists between spiritual intelligence and academic achievement of University students. Finding confirms that spiritual intelligence effectively contributes for the academic achievements of students.

Keywords: Spiritual Intelligence, Academic Achievement and University Students.

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Introduction

Even though spirituality is far more than a form of intelligence, spiritual intelligence provides a mechanism for analyzing spirituality in a more empirical manner (Emmons, 2000a). In particular, Emmons (2000b) defined spiritual intelligence as “the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment” (p.59). This topic can be taught and improved upon over time (Emmons, 2000b). To do so, it is important to think what characteristics comprise spiritual intelligence. For Emmons (2000a), components of spiritual intelligence include: (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, and (5) the capacity to be virtuous.

In response to criticism that the fifth item, the capacity to be virtuous, did not meet the necessary criteria for intelligence, Emmons (2000b) later removed it from the list. Using these criteria, a spiritually intelligent leader is able to imbue the daily work of an organization with a sense of higher meaning and purpose, what Emmons (2000a) referred to as sanctifying.

Zohar and Marshall (2001) defined spiritual intelligence as the intelligence with which we solve problems of meaning, place our actions in a broader context, and decide that one course of action is more meaningful than another. Components of spiritual intelligence, as defined by Zohar and Marshall (2001), include: (1) the capacity to be flexible, (2) a high degree of self-awareness, (3) a capacity to face and use suffering, (4) a capacity to face and transcend pain, (5) the quality of being inspired by vision and values, (6) a reluctance to cause unnecessary harm, (7) a tendency to see connections between diverse things, (8) a marked tendency to ask why? or what if? questions and to seek fundamental answers, and (10) possessing a facility for working against convention.

Review of Literature

Azizollah, MaedeSadat, Shekofe-al-Sadat, and Ali (2013) found the significant positive relationship between spiritual intelligence and academic achievement among students of University of Isfahan. Moreover, Hanan (2013) also reported the significant positive relationship between spiritual intelligence and achievement motivation among students of institution of legitimacy science students in Oman. There is evidence that spiritual intelligence is a

consideration for enhancing the lives of students (Olson, 2008), but very few research studies have been conducted to observe the relationship between spiritual intelligence and academic achievement of students. Consequently, this study was an attempt to provide evidence to fill the research gap in Indian context.

Hypotheses

For the current study the hypothesis was framed as spiritual intelligence and academic achievement will be positively correlated to each other.

Method

Sample and Procedure

The sample for this research comprised of 80 university students within age range of 18 to 20 years. The sample was recruited from different faculties of Aligarh Muslim University, India. Prior to administration of measure; the utility and relevance of the study was explained to them and requested to extend their cooperation for success of the study. The participants were assured that their responses would be kept confidential and will be utilized only for the research purpose. They were asked to fill up the questionnaire by themselves according to the instructions written on the top of the questionnaire.

Measure

In the present investigation Spiritual Intelligence Self Report Inventory (SISRI-24) was employed to observe the spiritual intelligence of students and academic achievement was measured by the student's achievement scores in their last examination. The descriptions of SISRI-24 are as follows.

Spiritual Intelligence Self Report Inventory (SISRI-24)

Spiritual Intelligence Self Report Inventory developed by King (2008) was used. It was comprised of 24 items. Possible range of scores was from 24 to 96. The split half reliability and test-retest reliability of scale were found to be 0.91 and 0.89 respectively. The Cronbach's Alpha of scale was reported 0.92.

Data Analysis and Interpretation

Keeping in view the objective and hypothesis of the present research, Pearson Correlation Analysis (Zero order) was calculated in order to determine the relationship between spiritual intelligence and academic achievement. The analysis was carried out using SPSS software.

Pearson Correlation Analysis (Zero order)

Table 1 showed that spiritual intelligence and academic achievement were positively and significantly correlated with each other. Findings indicated that as the level of spiritual intelligence of students' increases, their academic achievement also increases.

Table 1		
<i>Correlation between Spiritual Intelligence and Academic Achievement of Students</i>		
Variable	Spiritual Intelligence	Academic Achievement
Spiritual Intelligence	1	
Academic Achievement	0.35**	1

** p < .01

Conclusion

From the data analysis and interpretation, it is concluded that spiritual intelligence and academic achievement positively and significantly correlated with each other. This result is consistent with previous finding (Azizollah, MaedeSadat, Shekofe-al-Sadat, & Ali, 2013). Therefore, it can be concluded that spiritual intelligence effectively contributes for the academic achievements of students. Spiritual intelligence has played pivotal role in different academic domains, therefore students, who has a high level of spiritual intelligence, can be solve the problems and avoid negative feelings effectively (Saidy, Rahman, Ismail, & Krauss, 2009). It also has strengthened the mental health, promotes self-confidence, develops ability to solve the given task, achieved the goals and improves the quality of students (Sharma & Arif, 2015). Hence, spiritually intelligent individuals are also more likely to see their work as a calling rather than simply a career. They are able to see a higher-level connection between elements and rise above, or transcend, daily difficulties toward that higher purpose (Emmons, 2000b).

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