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A Study on Academic Achievement in Relation to Emotional Intelligence and Spiritual Intelligence of B.Sc. Students

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Abstract

The world is said to be shrinking, so is time. Time is the only resource everyone in the world possesses equally but, fails to utilize equally. Majority of students confesses faltering to come to grip with time. Improper utilization of time leads to stress. Academic Stress: A mental distress arising out of academic failure and academic frustration. Academic Achievement is a measure of knowledge and skills a student has acquired in a given period of time. Time Management is one of the contributing factors affecting Academic Stress and Academic Achievement of students. Time Management is not doing the wrong things quicker; it is doing the right things. Time Management refers to the development of processes and tools that increase efficiency and productivity. Human lives are made of seven vital areas: Health, Family, Financial, Intellectual, Social, Professional and Spiritual. If in the long run, individuals spend a sufficient quantity and quality of time in each area, their lives will be in balance. But if they neglect any one area, never mind two or three, they will eventually sabotage their success. If they do not take time for health, their family life and social life are hurt. If one's financial area is out of balance, one will not be able to focus adequately on one's intellectual goals. Also, working with a clean environment gives the focus needed to become successful. Time Management correlates with Academic Achievement of the students. Therefore it is important to improve Time Management which will increase Academic Achievement.

Keywords: Time Management; Academic Stress; Academic Achievement; Student Productivity; Life Balance

Introduction

There is an urgent need to identify better ways for improving Academic Achievement and reduce Academic Stress among students. Hence it is necessary for all the stakeholders of education to enhance the Time Management behavior of students to improve Academic Achievement. Keeping this in view this paper has been prepared on the significance of Time Management, Academic Stress and Academic Achievement of School Students.

Need and Signification of the Research

Emotional Intelligence

Emotional Intelligence like general intelligence is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person's general intelligence measured as IQ or Intelligence Quotient is the greatest predictor of success in any walk of life, academic, social, vocational or professional. Consequently, the IQ scores are often made use of for the selection, classification and promotion of the individuals in various programs, courses and job placements. However, researches and experiments conducted in the 90s onwards have tried to challenge such over- dominance of intelligence and its measure IQ by replacing it with the concepts of Emotional Intelligence measured by Emotional Quotients. These have revealed that the person's emotional intelligence measured through his EQ may be agreed predictor of success than his or her IQ.

Spiritual Intelligence

Maslow (1970) in his book "Religious Values and Peak Experience" expressed high concerns with genuine spiritual values.

SQ (Spiritual Quotient/ Intelligence)

SQ puts our individual lives in larger context. It provides meaning and purpose in life and allows us to create new possibilities. SQ allows us to utilize our IQ and EQ in a unified way to express our gifts in the world that betters not only our life but all beings. SQ is found in great leaders such as Gandhi, Mother Teresa, Martin Luther King and Nelson Mandela. Having SQ will increasingly become a determiner of success in this next decade and beyond.

Both IQ and EQ work within confines of existing information and the known. Only SQ is capable of thinking beyond the known, to think a brand new thought or see a higher truth in a situation. SQ operates through knowledge of the spiritual laws on which our world is founded. When our IQ, EQ and SQ work together we are able to fully manifest our potentials in the world.

Human beings are essentially spiritual in nature because we are driven to ask fundamental questions about life; for example, why has this happened when we die? Is this the inner journey of becoming more aware of the big picture, of ourselves, the universe, and our place and purpose in it?

Every culture on earth has developed some form of spirituality to deal with the bigger questions of life; so we can assume we are naturally spiritual, even if we choose to deny its existence. In our materialistic modern world our Spiritual Intelligence is the search for meaning beyond the physical world and material possessions. When we don't tap into our spiritual essence there remains this constant nagging feeling that there must be "more to life".

Statement of the Problem

The problem of the present investigation is stated as "A study on academic achievement in relation to emotional intelligence and spiritual intelligence of B.Sc. Students"

Objectives

- To find out Emotional Quotient (E.Q.) of boys and girls of B.Sc. course.
- To find out Spiritual Quotient (S.Q.) of boys and girls of B.Sc. course.
- To find out relationship between Emotional Quotient and Academic Achievement of boys and girls of B.Sc. course.
- To find out relationship between Spiritual Quotient and Academic Achievement of boys and girls of B.Sc. course.
- To find out relationship between Emotional Quotient and Spiritual Quotient (S.Q.) of boys and girls of B.Sc. course.

Hypotheses

- There exists no significant difference in the Emotional Intelligence of boys and girls.
- There exists no significant difference in Spiritual Quotient of boys and girls,
- There exists no significant relationship between the Emotional Intelligence and Academic Achievement of boys and girls.
- There exists no significant relationship between the Spiritual Quotient and Academic Achievement of boys and girls.
- There exists no significant relationship between the Emotional Intelligence and Spiritual Quotient of boys and girls.

Design of the Study

The present study was conducted employing descriptive survey method. The independent variable consisted of Emotional Intelligence and Spiritual Intelligence and dependent variable pertained to Academic Achievement. The correlation was employed to determine the relationship between Emotional Intelligence and Academic Achievement, Spiritual Intelligence and Academic Achievement, Emotional Intelligence and Spiritual Intelligence, t-test was used to find out the difference between boys and girls on the variable of Emotional Intelligence and Spiritual Intelligence.

Methodology

Sample

Sample size is the selected part which is used in research from the population. The researcher selected 150 students randomly who were more convenient for the study. A sample of 150 students of B Sc (U.G.) was conveniently found in college.

Statistical Measurements Used

The researcher used these statistical measurements

- B-variate coefficient of correlation was used to study the relationship of Emotional Intelligence and Academic Achievement, Spiritual Intelligence and Academic Achievement Emotional Intelligence and Spiritual Intelligence.

- t-ratio was worked out to study the difference between boys and girls on the variables Emotional Intelligence and Spiritual Intelligence.

Analysis and Interpretation of Data

Table-1 : Emotional Intelligence

Groups	Mean	S.D	't' test	Significance level	Significant
Group (Boys)	48.795	12.193	2.05	0.05	
Group (Girls)	53.2115				

Interpretation

The obtained 't' value (Table 1) is 2.05 which is greater than table 't' value i.e. 1.98 at 0.05 level. Hence there is significant difference between group A and group B

Table-2: Spiritual Intelligence

Groups	Mean	S.D	't' test	Significance level	Insignificant
Group (Boys)	66.079	20.216	0.278	0.05	
Group (Girls)	67.043	17.428			

Interpretation

The obtained 't' value (Table 2) is 0.278 which is lesser than the table 't' value i.e. 1.98 at 0.05 level. Hence there is no significant difference between group A and group B.

Table-3: Comparison between Emotional Intelligence and Spiritual Intelligence

Groups	Mean	S.D	't' test	Significance level	Insignificant
Group (Boys)	51.46	11.688	6.02	0.05	
Group (Girls)	66.49	18.296			

Interpretation

Table 3 shows that the calculated Mean of group is 51.46 and Standard Deviation is 11.688 when used for Emotional Intelligence test paper. The calculated Mean of group B is 66.49 and Standard Deviation is 18.296 when used for the Spiritual Intelligence test paper

The t value of both groups is 6.02

The obtained 't' value is 6.02 which is greater than the table 't' value ie. 1.98 at 0.05 level. Hence there is significant difference between group A and group B.

The value of correlation

Table-4: Relation between Emotional Intelligence and Spiritual Intelligence

Groups	r Correlation value	Low correlation
Group A(Emotional Intelligence)	0.246	
Group B(Spiritual Intelligence)		

Interpretation

The correlation value (Table 4) of Emotional Intelligence and Spiritual Intelligence is 0.246 which comes in between the correlation table value of 0.21 to 0.40. It means low correlation between Spiritual Intelligence and Emotional Intelligence.

Table-5: Comparison between the Spiritual Intelligence and Academic Achievement

Groups	r Correlation value	moderate correlation
Group A(Spiritual Intelligence)	0.431	
Group B(Academic Achievement)		

Interpretation

The correlation value of Spiritual Intelligence and Academic Achievement (Table 5) is 0.431 which comes in between the correlation table value of 0.41 to 0.60. It means the relation between the Spiritual Intelligence and Academic Achievement is moderate correlation.

Table-6: Relation between Emotional Intelligence and Academic Achievement

Groups	r Correlation value	Low correlation
Group A(Emotional Intelligence)	0.219	
Group B(Academic Achievement)		

Interpretation

The correlation value of Emotional Intelligence and Academic Achievement (Table 6) is 0.219 which comes in between the correlation table value of 0.21 to 0.40. It means the relation between Emotional Intelligence and Academic Achievement is low correlation.

Declaration of Conflicting Interests

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