

AN ANALYSIS OF EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS OF KANGRA DISTRICT WITH SPECIAL REFERENCE TO ACHIEVEMENT

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Introduction

Emotional Intelligence is the mental ability underlying the emotional sensitivity, awareness and management skills which help us maximize our long term health, happiness and survival. Saarni(2000) defined emotional intelligence as ‘the demonstration of self-efficacy in emotion eliciting social transactions. Self-efficacy means that the individual believes that he or she has a capacity and skills to achieve appearance, gestures and actions of students. Stein & Cook (2000) remarked that emotional intelligence is a set of skills that enables us to make our way in complex world. The personal, social and survival aspects of overall intelligence, Kravitz and Schuber (2004) emotional intelligence is the ability to understand and express your emotions to meet the requirements of day to day living, learning and relating to others. Mishra (2007) refers Emotional Intelligence as emotional reasoning used to understand & manage the expressions of emotions of self & others.

Spirituality Intelligence

Spiritual intelligence is not a new concept. This phenomenon always remains in our unconscious mind and our success in life is due to this factor. IQ helps us to work nicely and effectively. EQ helps us for better living and share our sorrows and happiness. But SQ makes our life sensitive and tells us about good behavior to others.

SQ is related to human being and its development. It tells us the right way of living and to make us free from the conflicts. It gives the answers of the basic questions of life live we who am I? where I should go? What is the meaning of other’s task to me? etc. Spiritual enhancement helps us to better adjustment with family sand society also.

Rationale of the Study

The most pressing problems faced by a man today are not problems related to biological survival but social problems. Man lives in society. Society is the collection of individuals and can be defined as a number of people in a given territory who share an ongoing system of patterns & interaction. An individual passes through different stages of development in his life span such as infancy, early childhood, later childhood, adult hood, adolescent and old age. Among these stages the adolescent isthe most crucial one as it is the period

when the children a quite new field of social responsibilities. Therefore the energy of adolescents needs to be properly channelized so that they could become the productive member of society.

In the “NCERT Curriculum Framework for Secondary Education – 2000& 2005” one of the objectives was to provide. “broad based general education to all learners up to the end of secondary stages to help them become lifelong learner and acquire basic life skills and high standards of Intelligence Quotients (IQ). Emotional Intelligence (EQ) and Spiritual Intelligence (SQ). In the light of the above objective set by NCERT various questions puzzled the inquisitive mind of the researcher like how much factors like EQ and SQ and Attitude towards the Academic Achievement of secondary school students? How much contributory role they play in determining academic achievement of students? How far we can predict the academic achievement of the students in relation to these factors?

Various commissions and education policies have also given their recommendations to impart value education specially spiritual and moral and emotional values.

Achievement

Achievement means the academic achievement of the students studying in Intermediate class. Their High School Board marks were taken as the academic achievement.

Objectives of the Study

Objectives of the study are as follows-

1. To study Academic Achievement in relation to Emotional Intelligence (EQ).
2. To study Academic Achievement in relation to Spiritual Intelligence (SQ).

Hypotheses of the Study

To fulfil the above said objectives following hypothesis have been framed-

1. There is no significant correlation between Emotional Intelligence and Spiritual Intelligence of Low Achievers.
2. There is no significant correlation between Emotional Intelligence and Academic Achievement.

Method of the Study

In the present study purposive random sampling technique was used to collect the data.

Variables of the Study

The variables of the present study are classified as follows-

1. Independent variable –

- a) Emotional Intelligence
- b) Spiritual Intelligence

2. Dependent Variable –

Academic achievements of learners.

Delimitation of the Study

The present study is delimited only to higher secondary students of Kangra district. Tools Used To collect the data following questionnaire was used-

1. For Emotional intelligence-Emotional Intelligence Scale (EIS)by Ankul Hyds,Upinder Dhar and Sanjay pethe (2002).
2. For Spiritual intelligences-Spiritual Intelligence Questionnaire prepared by dr. K.S,Mishra.

Result and Discussion

Mean, SD, Correlation and t- test was used to analysis the data. Results are as follows-

Hypothesis 1

There is no significant relationship between Emotional intelligence and spiritual intelligence of higher secondary students:

Table 1
Correlation between EQ and SQ of Low Achievers

Variable	N	r	Level of significance		Remarks
EQ & SQ	177	0.44	05	0.01	Significant at 0.01 level
			0.138	0.181	

It is clear from the above table that correlation between EQ and SQ is found to be 0.44 which is significant at 0.01 levels. So it is concluded that EQ and SQ of Low Achievers are significantly correlated. So this hypothesis is rejected..

Hypothesis 2:

There is no significant correlation between Emotional Intelligence and Academic Achievement:

Table 2
Correlation between Emotional Intelligence and Academic Achievement of Low Achievers

Variable	N	r	Level of significance		Remarks
EQ & Academic Achievement	177	0.18	0.05	0.01	Significant at 0.01 level
			0.138	0.181	

In this Table shows a significant correlation between Emotional Intelligence (EQ) and Academic Achievement of Low Achiever student. Both the variables were significantly correlated. It means this hypothesis is rejected and this leads to conclusion that significant relationship were significantly exists between EQ and Academic Achievement in case of Low Achievers.

Suggestion for further Study

Some suggestions are for further study as follow-

1. Same study can be carried out in varied perspective at primary, higher level and Technical, Medical and Engineering fields of Education also.
2. Further investigations using the same hypothesis may be conducted on CBSE and ICSE pattern school students.
3. Variables used in this study can be studied among Hindi and English medium senior secondary schools.

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