

Vol 3 Issue 7 Aug 2013

Impact Factor : 0.2105

ISSN No : 2230-7850

Monthly Multidisciplinary
Research Journal

*Indian Streams
Research Journal*

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RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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PREDICTIVE ESTIMATES OF EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE ON ACADEMIC SUCCESS AMONG SENIOR SECONDARY SCHOOL RESPONDENTS

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Abstract:

The study investigated the possible predicted estimates of emotional intelligence and spiritual intelligence on academic success among the senior secondary school students. Simple random sampling method was used in selecting 600 students of CBSE Board. The study utilized survey research design using the correlational method. Emotional intelligence inventory developed by Mangal & Mangal and Spiritual intelligence test constructed by the researcher were used to collect data. Data analysis involved the use of Pearson Correlation, F-test and Multiple Regression procedure to seek for possible predictive capacity of the two independent variables on the dependent measure. The correlational analysis of the results revealed a statistically significant positive relationship among the variables. Findings from the study revealed that two predictor variables jointly were effective in predicting academic success. On the basis of the relative contribution, spiritual intelligence made higher contribution to the prediction of academic success. It is suggested that counselors and teachers should work on emotional and spiritual well being of the students in school.

Keyword: Emotional intelligence, Spiritual intelligence, Academic Success.

INTRODUCTION:

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. The major goal of the school at any level is towards attainment of academic excellence by the students. Parents desire that their children must climb on the ladder of performance to as high a level as possible. This desire for high level of achievement exerts great pressure on students, teachers, schools and in general on the educational system itself. In fact, it appears as the whole system of education revolves round the academic success of the students. Academic success has always been the considerable interest of researchers and educators for a long time. It may be affected by various factors like intelligence, study habits, attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. Though non-cognitive and other related factors are realized to be important in this aspect, but intelligence may be considered high to above all. Gagne & St. Pere (2000) reported that cognitive ability is the best predictor of academic achievement.

In the last two decades, psychologists have realized that only general intelligence is not enough to achieve success in academics. With the dawn of the new century great stress has been placed on the emotions working behind the intellect. Here comes emotional intelligence. Hogan and Majeski (2002) discovered that various Emotional and Social competencies were strong predictors of academic

success. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance. In the early 1990's Daniel Goleman gave a short of answer when he asserted that success depends on several intelligences and on the control of emotion. Spiritual intelligence is another factor, which is said to influence the academic achievement scores of the learners. It increases an individual's capacity to understand at a higher level which ultimately leads them to the high academic success. It is very much related with an individual's emotions and this could not be separated. In the light of the above, this study sought to determine the combined and relative influences of emotional intelligence and spiritual intelligence on the academic success of the senior secondary school students.

PURPOSE OF THE STUDY

The purpose of the study was to investigate the extent to which emotional intelligence and spiritual intelligence would predict academic success among senior secondary school students of CBSE Board.

RESEARCH QUESTIONS

Three research questions were set and investigated to guide us in the study:

1. Is there any significant relationship between the two predictor variables (emotional intelligence and spiritual

intelligence) and dependent variable (academic success)?
 2. What is the joint effect of emotional intelligence and spiritual intelligence on academic success of senior secondary school students?
 3. What is the relative contribution of emotional intelligence and spiritual intelligence to academic success of senior secondary school students?

METHODOLOGY

Research Design

The study utilized survey research design using the correlational method. In the present study, dependent variable is academic success and the independent variables are emotional intelligence and spiritual intelligence.

Sample

The study was carried out from Agra City in Uttar Pradesh of India. The sample comprised of 600 senior secondary school students in the age group of 16 to 18 years. The participants were selected by simple random sampling method of sample selection.

Instrument

For the present study the researcher used the following tools for the collection of data.
 Emotional Intelligence Inventory prepared and standardized by Mangal & Mangal (2004).
 Spiritual Intelligence Test prepared by the researcher. It consists of thirty six items with five point response format ranging from 1 (Strongly disagree) to 5 (Strongly agree). Higher scores on this test are indicative of better Spiritual intelligence.
 The researcher used Senior Secondary Board Examination Scores (collected from school records) of selected samples as a measure of their Academic Success.

Procedure

The principals of selected senior secondary schools were contacted to seek permission for data collection. After establishing the rapport, a set of these measures was administered on each respondent and their responses were scored, tabulated and analyzed the data using appropriate statistical techniques.

ANALYSIS PATTERN

Both descriptive and inferential statistics were employed for analysis of the data. The descriptive statistics such as Mean, SD were used and inferential statistics such as Pearson correlation, F-test, multiple regression procedure were employed.

RESULTS AND INTERPRETATION

The results of the data analysis that provided answers to the research questions are presented below. Outcome of the analysis indicating the mean, standard deviation and intercorrelation matrix of all variables are shown in table 1.

Table 1: Descriptive Statistics and Intercorrelation Matrix among the Variables

Variables	Mean	SD	Emotional Intelligence	Spiritual Intelligence	Academic Success
Emotional Intelligence	59.32	9.82	1.00		
Spiritual Intelligence	139.94	14.57	.436	1.00	
Academic Success	66.95	13.85	.170	.274	1.00

The first research question sought to investigate whether there is any relationship among the predictor variables (emotional intelligence, spiritual intelligence) and the criterion measure (academic success). The result in table 1 above revealed a significant outcome. It was observed that both the independent variables had significant positive relationship with academic success. The second research question to the criterion was subjected to multiple regression analysis. The result is displayed in Table 2.

Table 2: Summary of Multiple Regression Analysis between the Predictor Variables and the Criterion Measure

Multiple R	Multiple R ²	Adjusted R ²	Std. Error of Estimate	F-Ratio	Sig.
.307	.094	.089	809.470	17.401	.000

The results shown in table 2 above indicate that there is significant joint contribution of the independent variables to academic success. Result revealed that Multiple R = 0.307, Multiple R²=0.094, Adjusted R² = 0.089. This shows that 9 % of the total variance in academic success of the students is accounted for by the combination of the two variables. Further, multiple regression analysis shows a significant joint predictive effect of the independent variables on the criterion variable as shown by the F-value 17.401. The third research question investigated the relative effects of predictor variables on academic success. The result is presented in table 3.

Table 3: Relative Contributions of the Predictor Variables on Criterion Measure

Predictor Variables	Unstandardised Coefficients		Standardised Coefficients		t-stat	Sig.
	B	Std. Error	Beta	Std. Error		
(Constant)	34.353	6.468			5.311	.000
Emotional Intelligence	.093	.073	.075	.059	1.278	.202
Spiritual Intelligence	.229	.050	.266	.059	4.529	.000

From the results display in table 3 above, the following beta weights which represented the relative contribution of the independent variables to the prediction were observed. In term of predicting academic success of the students, spiritual intelligence had the greatest contribution as shown by beta weight (.266) while emotional intelligence has the lowest contribution with a beta weight of (.075). This implies that spiritual intelligence has the maximum bearing upon academic success whereas emotional intelligence has the least.

DISCUSSION AND CONCLUSION

The present study INVOLVED a tentative attempt to ferret out and focus upon the joint and relative contribution of predictive variables to the total predicted variance in academic success. The result in table 1 revealed that significant positive relationship exists among all the variables. This finding is consistence with previous findings of (Abisamra, 2000; Parker, 2003 & Aremu et al 2007) on the relationship between emotional intelligence and academic success among senior secondary school students. Further, Bansal (2007) found that high positive correlation between science achievement and spiritual intelligence. Results obtained in table 2 showed that the two independent variables when taken together jointly contributed of about 9 % of the total variance of the outcome measure. The remaining part is still to be accounted for by the other variables, which are not considered in the study. Further, from the summary of multiple regression analysis, the F-ratio (17.401) shows a significant relationship of the independent variables to the dependent variable. This indicates that the effectiveness of the independent variables in predicting the academic success of students could not have been due to chance. On the basis of the relative contributions (table 3) of the independent variables to the prediction of the criterion, critically revealed that emotional intelligence and spiritual intelligence contributed to the prediction of academic success. Therefore, it can be conclude that outcome of the present investigation have provided valuable insights about variables that effect academic success of the students. The finding suggests that counselors and teachers should work on emotional and spiritual well being of the students in school. By understanding strengths and weaknesses of students, one can significantly work towards raise the level of academic success among adolescents.

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