Study of Social Adjustments Problems of University Students in Relation to their Emotional Intelligence and Spiritual Intelligence

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Abstract

The present study was conducted to measure Study of Social Adjustments Problems of University Students in Relation to their Emotional Intelligence and Spiritual Intelligence on a randomly selected sample of 210 ICFAI University students belonging in different departments by applying a ‘t’-test and ‘r’ - test. The data has been collected with the help of Adjustment Inventory (Sinha and Singh, 1971) Emotional Intelligence Scale by Schutte (1998) and Spiritual Intelligence Self-Report Inventory (King, 2008). It has been revealed that the spiritually intelligent university students difference are found to be significant whereas the emotionally intelligent students difference is found to be non significant. However, the present study suggests that emotional intelligence and spiritual intelligence of the students should be enhanced for betterment of the global society as a whole.

Keywords

Spiritual Intelligence, Emotional Intelligence, Social Adjustments Problems

Introduction

Spiritual intelligence is consisted of two words-spiritual and intelligence. The word spiritual derived from Latin word spiritus, which means “that gives life or vitality to a system.”(Zohar, 1997). Many social scientists, psychologists, philosophers, thinkers, educators, educationists and educational concerns believe that intelligence is based on mind that is ability to develop mind and values mind, while the devalue spirit. So what is the relationship between ‘spiritual’ and ‘intelligence’? Zohar (1997) asserted that the constructs of ‘spiritual’ and ‘intelligence’ are related with one another. The relation between the spiritual and intelligence is what constitute “spiritual intelligence” which is the factor to a well-being of a person and for fulfilling life.

Zohar (1997) coined the term ‘Spiritual Intelligence’ and introduced the idea of it “It is the intelligence that makes us whole, that gives us our integrity. It is the soul’s intelligence, the intelligence of the deep self. It is the intelligence with which we ask fundamental questions and with which we reframe our answers (Zahar and Marshall 1999).” Further, Zahar and Marshall (2000) defined spiritual intelligence as “the intelligence with which we address and solve problems of meaning and value , the intelligence with which 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 life-path is more meaningful than another.”
Srivastava (2013) defined Spiritual intelligence as “it is the intelligence which enhances capabilities, capacities, competencies and skills of the individual to solve the everyday problems creatively and constructively in the new situation of the social environment for attaining ultimate aims of education”. Working with another paper, Srivastava (2014) deals with the effect of Achievement- motivation and emotional intelligence on spiritual intelligence. It is also defined it as intelligence which helps to fulfill the potentialities of the individuals’ abilities through the non-cognitive virtues to prepare them to solve the everyday problems for life creatively and constructively in the new situation of the socio-psycho-physical environment for attaining the highest knowledge and wisdom, if the teachers enable to modify such kind of behavior patterns of individuals, - this is spiritual intelligence (Srivastava, 2016) and also concluded in another paper by Srivastava (2016) that the Indian philosophers’ views fall in the context of a new psychological concept of Spiritual Intelligence. Srivastava (2016) ‘Spiritual Intelligence’ as “it is an ability which helps to fulfill the potentialities of the individual’s practical and real life perspective through thought and action philosophy which provides an understanding of his environment to solve the everyday problems constructively in order to gain the highest knowledge and wisdom for building his/her self-concept, self-control, self-esteem, self-determination, self-confidence, and self-development, if the teachers enable to modify such kind of patterns of individual, - this is spiritual intelligence.” On the basis of Sri Bhagavad-Gita Srivastava (2016) concluded it as ‘Spiritual Intelligence’ as “it is intelligence which helps to fulfill the potentialities of the individuals’ abilities through the three disciplines of action, knowledge and devotion which establishes the identity of the individual soul with Supreme soul to lead to supreme bliss in order to gain the highest knowledge and wisdom, if the teachers enable to modify such kind of discipline patterns of individuals, - this is spiritual intelligence.” Srivastava (2019) studied developing spiritual intelligence scale in Indian Scenario.

Srivastava (2012) found that self-confidence is found to be significant. Self-concept and self-esteem also enhanced the emotional intelligence (Srivastava, 2014). Srivastava (2016) revealed that there is connectivity of emotional intelligence with creativity. Academic achievement is also associated with emotional intelligence (Srivastava and Sinha, 2017). Social adjustment problems can make awareness in solving social problems of the individuals (Srivastava, 2018).

The present study has been designed with a view to find answers to following questions:

- Is there any difference between high and low emotionally intelligent students in their social adjustment problems?
- Is there any difference between high and low spiritually intelligent students in their social adjustment problems?
- Is there significant relationship between Emotional Intelligence and social adjustment problems?
- Is there significant relationship between spiritual Intelligence and social adjustment problems?
Statement of the Problem
The problem for the purpose of investigation may be stated as:
“Study of Social Adjustments Problems of University Students in Relation to their Emotional Intelligence and Spiritual Intelligence”

Objectives of the Study
The following objectives have been undertaken for the study;

- To measure emotional intelligence of the ICFAI University Students
- To measure spiritual intelligence of ICFAI University Students
- To measure social adjustment problems of ICFAI University Students
- To study how high and low levels of emotional intelligence students differentiate in relation to their social adjustment problems
- To study how high and low levels of spiritual intelligence differentiate in relation to their social adjustment problems
- To study relationship between emotional intelligence with social adjustment problems (if any)
- To study relationship between emotional intelligence with social adjustment problems (if any)

Basic Assumptions

- The Spiritual Intelligence Self-Report Inventory (SISRI-24) can measure spiritual intelligence of University Students
- The Schutte Self Report Emotional Intelligence Test can measure Emotional Intelligence of University Students
- The Adjustment Inventory by Sinha and Singh can identify Social Adjustment Problems of University Students

Hypotheses
To achieve the above mentioned objectives, the following hypotheses have been formulated for the present study:

- There is a significant difference between high and low emotionally intelligent students in their social adjustment problems
- There is a significant difference between high and low spiritually intelligent students in their social adjustment problems
- There is significant relationship between Emotional Intelligence and social adjustment problems
- There is significant relationship between spiritual Intelligence and social adjustment problems
adjustment problems

Operational Definition

Emotional Intelligence
Srivastava (2014) observed that Emotional Intelligence as “the ability of learner/taught/child/individual/student to recognize and regulate cognitive and non-cognitive factors, behaviors, competencies, and skills in self and others.” Srivastava (2016) concludes that the ‘Emotional Intelligence’ as “it is intelligence which helps to fulfill the potentialities of the individuals’ abilities in self and others through the creativity.

Operationally, Emotional Intelligence may be defined as “The score obtained by the university students on Emotional Intelligence Scale by Schutte.”

Spiritual Intelligence
Srivastava (2017) “Spiritual Intelligence” is defined “as the ability to apply and embody spiritual resources and qualities in terms of Physical, Intellectual, Psychological, Social, Emotional, Ethical, Aesthetical, Religious, Modernity, Divine traits, Yoga and Meditation to enhance daily functioning and wellbeing”.

Operationally, Spiritual intelligence may be defined as, “The score obtained by the Prospective Teachers on Spiritual Intelligence Self-Report Inventory (SISRI-24) by King (2008).

Social Adjustment Problems

Good (1959) defined adjustment as a process of finding and adopting modes of behavior suitable to the environment or the changes in the environment.

Operationally, “The score obtained by university students on adjustment inventory by Sinha and Singh in the area of social adjustment, may be defined as social problem of the students”

Delimitation of the Study

Keeping in view the limitation of time, resources and energy, the investigation has been delimited both qualitatively and quantitatively as under:

Only 210 university students belonging to different departments of the ICFAI University Tripura have been considered for the study.

Methodology:

Sample

The sample of the present study consists of 210 male and female university students who have been selected randomly belonging to the ICFAI University Tripura.

Psychometric Instruments

Spiritual Intelligence Self Report Inventory (SISRI-24)
It is developed by King (2008) has been used in the present study to measure Spiritual Intelligence of Prospective Teachers. It contains 24 items and encompassing four
dimensions of spiritual intelligence namely-Critical Existential Thinking (CET) containing 7 items, Personal Meaning Production (PMP) containing 5 items, Transcendental Awareness (TA) containing 7 items and Conscious State Expansion (CSE) containing 5 items. Each item is provided with five alternatives. The highest score on the total SISRI (24) is 96 and the lowest score is 0. The SISRI (24) has a split half reliability of 0.94 and a Cronbach’s Alpha 0.95 with construct, convergent and divergent validity. Schutte Self Report Emotional Intelligence Test (SSEIT) developed by Schutte (2014) has been used in the present study to measure Emotional Intelligence of secondary students.

Schutte Emotional Intelligence Scales (SEIS)
It consists of 33 likert-type questions with 5 answer choices. They are: 1 = "Strongly Disagree" (SD), 2 = “Disagree” (D), 3 = "Neither Agree nor Disagree" (N), 4 = "Agree" (A) 5 = "Strongly Agree" (SA)
Out of these 33 questions, three questions are reversed which are 5, 28, and 33.

Adjustment Inventory for Students
It was developed by Sinha and Singh (1971) has been used in the present study to measure Social Adjustment Problems of students. It contains 20 items.

Procedure
The test has been administered and scored as direction given in the manuals.

Data Organization
Certain modes which are helpful in the analysis of gathered data and offering interpretation. The gathered data has been organized by the researcher in order to make them meaningful in the following way:
Firstly, data is divided into two parts on the basis of median that provides the levels of emotional intelligence. Thus the total numbers of High and Low university students are 112 and 98 respectively.
Secondly, data is divided into parts on the basis of median that indicates levels of spiritual intelligence. Thus; the total numbers of High and Low university students are 109 and 101 respectively.
Thirdly, data is organized for calculating scatter diagrams

Statistical Techniques
In order to test the hypotheses of “Study of Social Adjustments Problems of University Students in Relation to their Emotional Intelligence and Spiritual Intelligence” in which Social Adjustments Problems as assessed by AISS, Emotional Intelligence measured by SEIS and Spiritual Intelligence as measured by SISRI-24. Means, Median, Mode, Standard Deviations, Skewness and Kurtosis of each variable have been computed to know the actual nature of their distribution and the ‘t’ tests have been calculated in order to test the significance of the difference between the means of the two groups and z-tests computed for the relationship between two groups.
Analysis and Interpretation of Data

- Table-2 showed that the highly and lowly socially adjustment problems of university students do not exhibit significant statistical difference \( (t=1.43) \) on emotional intelligence. However, socially adjustment problems of high emotionally intelligent university students \( (M=7.3, \ SD=2.7) \) is less than their counterparts \( (M=7.8, \ SD=2.3) \). The t-value testing the significance of this mean difference is arrived at 1.43 which is much lower than the table value of ‘t’ at 0.05 level of significance. Therefore, the hypothesis that “There is a significant difference between high and low emotionally intelligent students in their social adjustment problems” is rejected.

- Table-3 pointed out that highly and lowly socially adjustment problems of university students to differentiate on their spiritual intelligence as highly spiritually intelligent students have scored significantly low on social adjustment problems \( (M=7.1, \ SD=2.4) \) as compared to their counterparts \( (M=8, \ SD=2.7) \). The‘t’-value testing the significance of this mean difference is reached at 2.6 which is higher than the table value of ‘t’ at 0.01 level of significance. Therefore, the hypothesis that “There is a significant difference between high and low spiritually intelligent students in their social adjustment problems” is accepted.

- Table-4 indicates that there is negative relationship between Emotional Intelligence and social adjustment problems. The hypotheses that “There is significant relationship between Emotional Intelligence and social adjustment problems” is accepted and also indicates that there is negative relationship between spiritual Intelligence and social adjustment problems. The hypotheses that “There is significant relationship between spiritual Intelligence and social adjustment problems” is accepted.

Discussion

An analysis of the results pertaining to hypotheses second indicates the value of t-ratios is \( (2.60) \) which is significant at level of 0.01. So the second hypothesis is accepted. This finding is in accordance with findings of Nasal (2004) and Singh and Kaur (2013) and the value of t-ratio pertaining first hypothesis is 1.43 which is not significant .So the first hypothesis that ‘There is a significant difference between high and low emotionally intelligent students in their social adjustment problems’ is not accepted

The hypotheses- third and fourth are accepted. This means that there is negative relationship between Emotional Intelligence and social adjustment problems and there is negative relationship between spiritual Intelligence and social adjustment problems. . This finding is in accordance with findings of Prarthna (2012) and Shabani (2012).

Conclusion

On the basis of the above findings, it is concluded that

- There is no significant difference between high and low emotionally intelligent students in their social adjustment problems
- There is a significant difference between high and low spiritually intelligent students in their social adjustment problems
students in their social adjustment problems

- There is negative relationship between Emotional Intelligence and social adjustment problems.
- There is negative relationship between spiritual Intelligence and social adjustment problems.

The findings of the study are restricted to students at ICFAI University so it needs to be confirmed through carrying out more studies while considering the students from various courses.

Educational Implication

Most importantly, the present study suggests that the University students would assess their own personal worth or competencies on basis of internal and external evidences for the development of the society. In Foreign, a lot of research works has been done for emotional intelligence and spiritual intelligence in solving social adjustment problems, but in India for emotional intelligence and spiritual intelligence in solving social adjustment problems particularly in the field of Higher Education, a little research work has been done. The present study contributes to review of related literature in the field of Indian educational system regarding solving adjustment problems. Thus, they will have to make continuously and uninterrupted efforts to develop spiritual intelligence and emotional intelligence.

References

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Appendix
Table-1

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Median</th>
<th>Mode.</th>
<th>S.D</th>
<th>Skewness</th>
<th>Kurtosis</th>
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</table>

Mean Median, Mode, Skewness and Kurtosis of Emotional Intelligence, Spiritual intelligence and Social Adjustment Problems
Table-2
N / Mean / SD / and ‘t’- Ratio of High and Low Emotionally Intelligent students on Social Adjustment Problems

<table>
<thead>
<tr>
<th>Emotional Intelligence</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t Value</th>
<th>Level of Significant</th>
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<tbody>
<tr>
<td>High</td>
<td>112</td>
<td>7.3</td>
<td>2.7</td>
<td>208</td>
<td>1.43</td>
<td>NS</td>
</tr>
<tr>
<td>Low</td>
<td>98</td>
<td>7.8</td>
<td>2.3</td>
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</tr>
</tbody>
</table>

Table-3
N / Mean / SD / and ‘t’- Ratio of High and Low Spiritually Intelligent students on Social Adjustment Problems

<table>
<thead>
<tr>
<th>Spiritual Intelligence</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t Value</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>109</td>
<td>7.10</td>
<td>2.4</td>
<td>208</td>
<td>2.60</td>
<td>0.01</td>
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<tr>
<td>Low</td>
<td>101</td>
<td>8.00</td>
<td>2.7</td>
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Table-4
Relationship of EI & SI with Social Adjustment Problems

<table>
<thead>
<tr>
<th>Variables</th>
<th>Variable</th>
<th>r</th>
<th>z</th>
<th>df</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>Social Adjustment Problems</td>
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<td></td>
<td>208</td>
<td>0.05</td>
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<td>Spiritual Intelligence</td>
<td>Social Adjustment Problems</td>
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<td></td>
<td>208</td>
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