

**AN INVESTIGATION OF SPIRITUAL INTELLIGENCE
AND EMOTIONAL INTELLIGENCE OF PROSPECTIVE
ENGINEERS**

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ABSTRACT:

The present study assesses the Spiritual Intelligence and Emotional Intelligence of Prospective Engineers. Further, it explores the relationship between Spiritual Intelligence and Emotional Intelligence. Most of the prospective engineers are becoming IT professionals. The workplace environment keeps changing, indicating its dynamic nature as well as unpredictability. The workforce is now more diverse, not only in terms of age but also of nationality. Globalization has made the world boundary-less and people are increasingly mobile. Organizations require their employees to be more committed and expect them to have a very cohesive working interrelationship. Spiritual intelligence is one of the most important parts in a man's intelligence as it gives a meaningful sense to his life and has significant effects on work environment as well. Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. With both these intelligences manifesting in the workplace, the environment will be more conducive to productivity. Obviously, a better working environment relates to a higher level of productivity. The study employed survey method of data collection using structured questionnaires. The data was collected from 2014 final year Prospective Engineers in Prakasam district of Andhra Pradesh. The results of the study revealed that Prospective Engineers have normal range of Spiritual Intelligence, high level of Emotional Intelligence, and Spiritual Intelligence and Emotional Intelligence are positively correlated.

Key Words: Emotional Intelligence, Spiritual Intelligence, Prospective Engineers.

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INTRODUCTION:

The information technology field has highly fluid, rapidly evolving workforce requirements. The nature of the profession creates unique challenges and strains for IT workers. As a result, many IT professionals leave the field and seek alternative careers. The information technology profession is at a crossroads. Within the next decade, a substantial proportion of the current IT workforce is expected to retire. Given the fact that the baby boom generation currently supplies as much as a quarter of the current labour pool, this is not surprising. At the same time, fewer workers are entering the IT field. Colleges and universities are reporting smaller classes and less student interest in careers in the computing disciplines. Combined, these dynamics signal an impending shortage of quality IT professionals. The implications of such a labour shortage would be complex and far-reaching. Career change intentions are psychological formulations made by individuals who intend to seek alternative professions. They are based on a combination of factors including emotional, spiritual, work-related attitudes, stress, many expectations on earning, job insecurity in existing position and perceived viability of their current field. They may also include inflexibility, low job satisfaction, lack of financial reward, and poor opportunities for development. This indicates that special attention needs to be given to them. Stress is a psychological agent that influences physical and emotional well-being.

Rinju George and Baby Shari (2012) found that low emotional intelligent group was high in stress and high emotional intelligent group had low stress. According to Reddy and Poornima (2011), there is a significant negative relationship between emotional intelligence and stress. Emotional Intelligence plays a very important role in stress management and in physical and psychological well-being. Emotional intelligence helps the individual to cope with any given situation and makes the person well adjusted and psychologically balanced, which leads to a complete and fully satisfied life. EQ is very important for life satisfaction and success in life. Bodies of research increasingly agree that emotional intelligence (EQ) is important for individual performance, well-being, and team performance and leader effectiveness.

The impact of spiritual intelligence plays a very important role in solving the problems faced by IT professionals. Spiritual intelligence includes facing existential realities such as freedom, feeling pain, death, and grappling with the perennial search for the meaning and purpose of life. In addition, spiritual intelligence can help people to understand ethical issues and

their value. This concept in different cultures is proposed as love, wisdom, and service. People, who have high spiritual intelligence, have capacity to excel and tend to exhibit high level of awareness. They have the capacity to assign a part of their daily activities to spiritual practices and show virtues such as forgiveness, gratitude, humility, compassion and wisdom. Spiritual Intelligence illuminates the mind and connects the human mind to underlying layers of essence, and helps the individual to diagnose fact from fiction. If intellectual, emotional and spiritual intelligence levels are high in Prospective Engineers, they will be able to deal positively with all the aspects of stress and matters related to physical, psychological and emotional well-being.

The concepts these days in psychology are IQ, EQ and SQ. According to Nathawat's (2001) simple definition, "a close inspection of these concepts will suggest that IQ is important for entrance in educational institutions, EQ is essential for success in life and SQ is useful for meaningful life". It is generally assumed that people with high I.Q will naturally accomplish more in life. However, new researches indicate that a person's emotional intelligence and spiritual intelligence might be greater predictors of success than his/her intellectual intelligence (Goleman, 1995). In this scenario, they have to develop their emotional and spiritual attitudes.

PURPOSE OF THE STUDY:

The present study assesses the Spiritual Intelligence and Emotional Intelligence of Prospective Engineers. Further, it explores the relationship between Spiritual Intelligence and Emotional Intelligence. Most of the Prospective Engineers are becoming IT professionals. The workplace environment keeps changing, indicating its dynamic nature as well as unpredictability. The workforce is now more diverse, not only in terms of age but also of nationality. Globalization has made the world boundary-less and people are increasingly mobile. Organizations require their employees to be more committed and expect them to have a very cohesive working interrelationship. Spiritual intelligence is the most important part in a man's intelligence and it gives a meaningful sense to life and has significant effects on work environment as well. Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. With both these intelligences manifesting in the workplace, the environment will be more conducive to productivity. A better working environment relates to a higher level of productivity. The nature of work is constantly changing. This is evident in the kinds of jobs that

employees used to be engaged for. Traditional concept of lifetime employment has also changed. Employees of the future need to demonstrate to the organizations that they can add value to the organization. Owing to globalization, workplaces have a diversity of employees. As with diversity, collaboration, co-operation and teamwork have become increasingly important issues for management to handle. Both Emotional Intelligence and Spiritual Intelligence refer to the innermost feelings or souls of the employees. It allows employees to be motivated intrinsically rather than extrinsically. On observing the above situations, the researcher intended to know the Spiritual Intelligence and Emotional Intelligence levels of Prospective Engineers.

OBJECTIVES OF THE STUDY:

The main objectives of the study which have been achieved are as under:

1. To study, compare and classify the Spiritual Intelligence of Prospective Engineers in relation to their Gender, Locality, Type of Family and Category
2. To study, compare and classify the Emotional Intelligence of Prospective Engineers in relation to their Gender, Locality, Type of Family and Category
3. To study the relationship between Spiritual Intelligence and Emotional Intelligence of Prospective Engineers

HYPOTHESES OF THE STUDY:

To achieve the objectives of the study; the following hypotheses were formulated and tested empirically.

1. There is no significant difference in Spiritual Intelligence of Prospective Engineers in relation to their Gender, Locality, Type of Family and Category.
2. There is no significant difference in Emotional Intelligence of Prospective Engineers in relation to their Gender, Locality, Type of Family and Category.
3. There is no significant relationship between Spiritual Intelligence and Emotional Intelligence of Prospective Engineers.

SPIRITUAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE:

Spiritual intelligence (SI) is that intelligence which is required when we begin to open up to our spirit's journey and quest for a greater understanding of life. It's what we seek, to find higher purpose and a greater sense of self, to become wise by accessing our natural birthright of wisdom. Spiritual intelligence is the set of abilities that individuals use to apply,

manifest and embody spiritual resources, values and qualities in ways that enhance their daily functioning and well-being.

In view of Zohar and Marshall, Spiritual intelligence is used to grow our human brains. The spiritual intelligence helps an individual to become transformed for a better life. It is used when one needs to be flexible, visionary or creatively spontaneous. It helps in dealing with existential problems. It gives an insight of what life's struggles are about. Spiritual intelligence is our conscience. Spiritual intelligence helps in understanding the meaning and essential motive behind all great religions. Spiritual intelligence helps in the integration of intrapersonal and interpersonal intelligences. So, a spiritually intelligent individual will be good at management of his own things as well as those of others. Spiritual intelligence helps an individual to go beyond his immediate ego/self to live a life at a deeper level of purpose. It is through spiritual intelligence that one can effectively confront the issues of *good and bad* and *life and death*.

According to Stephen Covey (2004), spiritual intelligence is the central and most fundamental of all the intelligences because it becomes the source of guidance for the others.

According to Wigglesworth (2002), spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace regardless of the situation.

Spiritual intelligence is the ability to see the unseen. Spiritual intelligence can generally be associated with psychological health, although some forms of spirituality may be dysfunctional or pathogenic.

Edwards believed that having a high Spiritual Intelligence is different from having information about Spiritual Intelligence. The distinction shows the distance between practical knowledge and theoretical knowledge.

According to Amram's (2009) definition, Spiritual Intelligence is a kind of ability that brings about self-consciousness, self-control, profound understanding of the meaning of life, purposefulness, increase in peace, the ability to communicate effectively with others and mental health. Spiritual intelligence is the consequence of the highest level of individual growth in the fields of cognition, meaning attainment, transcendental and moral communication (Vaughan, 2002). Therefore, spiritual intelligence can be an important factor in an individual's compatibility with vicissitude and improvement of quality of life.

Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Emotional intelligence helps an individual to cope with any given situation and makes the person well adjusted and psychologically balanced, which leads to a complete and fully satisfied life. Emotional intelligence is very important for life satisfaction and success in life.

On critical analysis of the standard measures of emotional intelligence and its theoretical background arguing about whether emotional intelligence is new, or a traditional concept, we find it useful and interesting to consider how it is important for effective performance at work.

Emotional intelligence is a set of skills, attitudes, abilities and competencies that determine an individual's behaviour, reactions, state of mind, coping style and communication style. These factors directly affect the level of success, satisfaction, ability to cope with stress, level of self-esteem, perception of control and overall level of mental and emotional well-being.

Goleman (1995) identifies that IQ contributes only 20% to the success of an individual while the rest depends on one's EI. He observes that many high IQ scoring students have failed in their practical lives, while many average people with higher Emotional intelligence have got phenomenal success. Emotional intelligence consists of a learned set of competencies that determine how we interact with people. Goleman (1995) has identified five characteristics of individuals with high emotional intelligence. They are self-awareness, self-control, motivation, empathy and social skills. A person's potential for acquiring life skills is based on the five aforementioned elements of emotional intelligence.

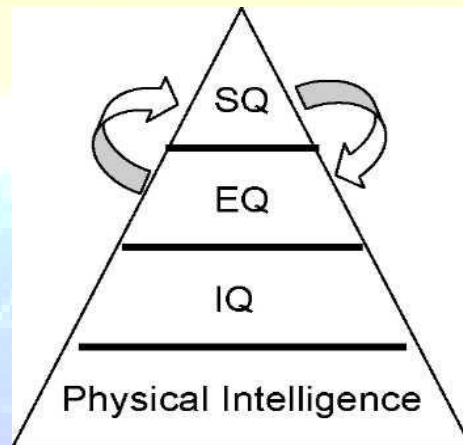
According to Wigglesworth (2002), emotional abilities come earlier than spiritual abilities. Both of these abilities are related to each other. They strengthen each other. Spiritual intelligence increases an individual's capacity to understand others at a higher level. Spiritual understanding allows an individual to discern both the 'true cause' of behaviour without judgment, and serve the 'true needs' of others until they themselves learn to meet their own needs. This capacity is developed first by learning to free oneself from attachment and neediness and then by being able to meet one's own inner needs.

Emotional Quotient refers to the ability to understand our emotions and other people. Spiritual Quotient refers to the ability to access our deepest paradigms, values, purposes

and motivations. Both these quotients are important elements in helping an individual to evolve into a competent employer.

Inter-Relationship between EQ and SQ

Wigglesworth (2002) placed Spiritual Intelligence at the top of the pyramid in comparison with Physical Intelligence (PQ), Intellectual Intelligence (IQ) and Emotional Intelligence (EQ).



Vertical Stacking Display of Multiple Intelligences

This simple model describes four core intelligences. It shows a pyramid to demonstrate the simplest sequence of development. This is a very simple model, which is helpful to imagine the relation between the physical development of a child and his development of intelligence (Wigglesworth 2006).

The idea of this model is that as babies we first focus on controlling our bodies. Then our linguistic and conceptual skills develop IQ, which is a key focus of our schoolwork. We also work on some early development with regard to improving relationship skills, but for many of us, emotional intelligence (“EQ”) becomes a focus area much later in the life when we have realized the need to improve further – usually based on feedback in work relationships. Spiritual intelligence (“SQ”) typically becomes a focus later as we begin to search for meaning and ask, “Is this all there is?” SQ and EQ are related to each other. I believe we need some basics of EQ to even successfully start our spiritual growth. Some degree of emotional self-awareness and

empathy is an important foundation. Then, as our spiritual growth unfolds, there would be a strengthening of EQ skills – which would further reinforce and assist the growth of SQ skills.

REVIEW OF LITERATURE:

The term ‘emotional quotient’ was used for the first time by Salovey and Mayer (1990), which referred that intelligence by which people recognize their feelings and motivate and manage emotions in life. According to Wilding (2007) emotional quotient or EQ is very important to human beings as one solution for them to be successful in their interaction with the environment. It is because emotional quotient or EQ is synonymous with “high quality of soft skills”.

Further, Goleman(1998) noted that, more emotionally intelligent persons are categorized as successful in communicating in interesting and assertive ways, that could put others at ease in workplace. Spiritual Quotient comes from the Latin word “spiritus” and the meaning is “the vitalizing principle of an organism”

Kumar (2001) found that gender, age, caste, teaching experience and school locality-wise differences do not influence Emotional Intelligence.

Zohar and Marshall (2000) say that the “S” in SQ is derived from Latin “Sapientia” meaning “wisdom”, embracing all that we traditionally mean by wisdom as opposed to mere knowledge acquisition or to a rather mechanical talent for solving problems. A person may have a high SQ but may have no faith in his or her religion or belief, and inversely, others may have low SQ although very religious. Religion is usually based on a particular set of customs, beliefs, values, culture and upbringing. However, spiritual quotient is an inherited capacity of the human brain, based on structures in the brain that give us the basic ability to form meanings, values, and beliefs in the first place; it means that, spiritual intelligence is “the soul’s intelligence.”

Wigglesworth (2006) emphasizes that spirituality is different from religion. Although religion is one way to connect to the Supreme Source, it is not the only way.

According to Tewary and Mala (1999), high achieving female college students are highly emotionally intelligent and female college students with low academic achievement are emotionally less intelligent. Female college students with highly educated parents are highly

emotionally intelligent whereas the daughters of poorly educated parents are emotionally less intelligent. Female college students differing from one another with regard to the variables of family size and birth order respectively do not necessarily differ in their emotional intelligence. Brahmin female college students are higher in emotional intelligence than the female college students of other castes. But such differences in emotional intelligence do not occur among the various caste-wise groups of Hindus.

Amita Joshi (1997) and Rajni Dhingra et al. (2005) conclude that SQ and EQ were found to be significantly and positively correlated to each other. Rajni Dhingra et al. (2005) further concluded that women were spiritually, emotionally and religiously better inclined and had stronger faith in the power of God.

Singh and Sushma (2006) concluded that students of professional courses showed higher emotional intelligence in comparison to those of non-professional courses. The professional students either male or female are high in their emotional intelligence in comparison to the non-professional students. The male and female students have no significant difference in their EQ level. Professional and non-professional students belonging to General and OBC groups have equal Emotional intelligence but professional and non-professional students belonging to S.C. group have less emotional intelligence than General group.

Jain and Purohit (2006) examined the spiritual intelligence of elderly people living with their families and those living in old age homes and reported that there was no significant difference of Spiritual Intelligence (SI) of these two groups.

Sing et al. (2006) undertook a comparative study of emotional intelligence of students studying in rural and urban schools. The study found out that there is no evidence of any significant difference between the emotional intelligence levels of rural boys and girls. There is also no significant difference between the emotional intelligence levels of urban boys and girls. A significant difference, however, was found between the emotional intelligence levels of rural and urban students. Rural students were emotionally more intelligent than their urban counterparts. It was also seen that girls belonging to rural areas were emotionally more intelligent than girls from urban areas. Emotional intelligence between boys and girls of urban/rural backgrounds was similar and emotional intelligence of rural students was found to be higher than those of urban students.

Pathan and Pant (2008) conducted a study on "Emotional Intelligence of Secondary School Teachers." The results indicate that nearly all (98.4%) the teachers fall under 'low' category of emotional intelligence. There is no significant difference between the emotional intelligence of males and females and EQ is found to be independent of age.

Jafar Shabani (2010) found that emotional intelligence is the strongest predictor followed by spiritual intelligence to explain the criterion variable. In addition, age is not an important moderating factor with respect to the relationship between SI, EI and mental health. The results in this study found that emotional intelligence was significantly and negatively correlated with mental health scores. The overall scores of emotional and spiritual intelligence levels are statistically significant predictors of mental health in the study. The findings of this study suggested a positive effect of spiritual and emotional intelligence on students' mental health scores.

Animasahun (2010) observed a positive correlation between intelligence quotient, emotional quotient, spiritual quotient and prison adjustment and recommended that EQ and SQ are far more important than IQ, so prisoners should be provided with emotional and spiritual intelligence training.

Abbas Ebrahimi (2012) found that there is no significant difference in the Spiritual Intelligence of men and women.

Asadolah Khadivi et al. (2012) showed that the spiritual intelligence of boys and girls is by and large the same. Girls' self-esteem level is more than that of boys, but boys' educational improvement rate is more than that of girls. Also, the result of multiple regressions displayed that four variables namely spiritual intelligence and spiritual belief, the capability to deal with problems, self-consciousness and interest, and moral belief system constitute 46% of a student's self-esteem.

Barot Pathik (2013) found that majority of the students of B.Ed. and M.Ed. colleges were found to have medium levels of spiritual Intelligence. In addition, majority of the urban and rural students were found to have medium levels of spiritual Intelligence. It is clear that majority of the general category as well as reserved category students were found to have medium levels of spiritual intelligence. Also he found that B.Ed. college students were found to have higher spiritual intelligence than M.Ed. college students

Zulfiqar Ullah Siddiqui (2013) suggests that spiritual intelligence of students has to do with higher level of achievement motivation. It means spiritual intelligence facilitates to achieve desired goals among students. The influence of gender was not found significant on Spiritual Intelligence. Male as well as female students scored almost equally on achievement motivation. The male as well as female students are both from similar backgrounds of family and social culture and the lesson or teaching or training toward spirituality and motivational levels from their family are much more similar and also they are belonging to the same religion. That is why this variable has no impact on spiritual intelligence.

Gurkirat Kaur and Singh (2013) study revealed that the participants (Prospective Engineers and Teachers) possess high spiritual intelligence. Also it was found that there is no significant effect of gender, locality and family status. They concluded that spiritual intelligence of the students should be enhanced for betterment of society.

Fauzia Nazam(2014) found a significant difference between male and female adolescents on the composite score of spiritual intelligence.

Srivastava(2014) concluded that there is no significant effect of gender on emotional intelligence among Scheduled Caste Teacher Trainees.

Ravikumar et al (2014) identify that there is a positive and significant relationship among emotional intelligence, spiritual intelligence and psychological resilience of corporate executives and also found that there is a significant impact of emotional intelligence and spiritual intelligence on psychological resilience of corporate executives in India

RESEARCH METHODOLOGY:

Operational Definitions:

Spiritual Intelligence:

Richard Wolman (2001) defines 'Spiritual Intelligence' as “the human capacity to ask ultimate questions about the meaning of life, and to simultaneously experience the seamless connection between each of us and the world in which we live”. He sees 'Spiritual Intelligence' as “the ground on which morality stands” and as being applied in making moral choices and solving moral problems.

Operationally, Spiritual Intelligence may be defined as “The score obtained by Prospective Engineers on Spiritual Intelligence Scale by Dr. Santosh Dhar and Dr. Upinder Dhar.

Emotional Intelligence:

Salovey and Mayer (1990) defined emotional intelligence as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.

Operationally, Emotional Intelligence may be defined as “The score obtained by Prospective Engineers on Emotional Intelligence Scale by Mr. Anukool Hyde, Sanjyot Pethe and Upinder Dhar.”

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:

The data was collected from 189 Prospective Engineers of both sexes, who came out in the year of 2014 from different engineering colleges positioned in Prakasam district of Andhra Pradesh.

Sample:

The sample of the present study consists of 189 male and female Prospective Engineers who were chosen randomly from different engineering colleges positioned in Prakasam district of Andhra Pradesh.

Psychometric Instruments**Spiritual Intelligence Scale (SIS-DD):**

Spiritual Intelligence scale was constructed by Dr. Santosh Dhar and Dr. Upinder Dhar and was published by National Psychological Corporation, Agra, consisting of 53 test items. It is a five point scale. Each test item has five alterations on which a subject has to put tick mark on any one from ‘strongly agree’ to ‘strongly disagree’. The test is used to measure Spiritual Intelligence. The test measures Spiritual Intelligence in six dimensions including fifteen factors of Spiritual Intelligence, namely, 1-Conviction, 2-Self Efficacy, 3-Inner Harmony, 4-Forgiveness, 5-Achievement Orientation, 6-Self-Actualization, 7-Self-Realization, 8-Being Humane, 9-Being Just, 10-Being Generous, 11-Being Ethical, 12-Being Privy, 13-Being Compatible, 14-Altruism and 15-Optimism. The six dimensions are A-Benevolence, B-Modesty, C-Conviction, D-Compassion, E-Magnanimity and F-Optimism.

Reliability: The reliability of the scale was determined by the split-half method corrected for full length by applying Spearman–Brown prophecy formula on the data collected from the sample of 323 subjects. The reliability coefficient was found to be 0.98.

Validity: Besides face validity, as all items of scale were related to Spiritual Intelligence, the scale has high content validity. In order to determine validity from the coefficient of reliability (Garrett, 1981), the reliability index was computed. The index of reliability measures the dependability of test scores by showing how well obtained scores agree with their theoretically true values. The index of reliability gives the maximum correlation, which the given test is capable of yielding in its present form. This is true, because the highest correlation, which can be obtained, between a test and second measure is between the test scores and their corresponding true scores. The later has indicated high validity on account of being **0.99**.

Scoring of the Test items and Norms:

As per the instruction given in the manual of the test, each item or statement should be scored 5 for *strongly agree*, 4 for *agree*, 3 for *neutral*, 2 for *disagree* and 1 for *strongly disagree*. Norms of the scale are available on a sample of 323 subjects. These norms can be regarded as reference points for interpreting the Spiritual Intelligence scores with Mean 212.72 and SD 17.19. If the subject has scored 231 or more, the subject has high range of Spiritual Intelligence. A score of 195-230 indicates normal range of Spiritual Intelligence. If the score falls below 194, the subject has low range of Spiritual Intelligence.

Emotional Intelligence Scale (EIS-HPD):

Emotional Intelligence scale has been constructed by Mr. Anukool Hyde, Sanjyot Pethe and Upinder Dhar and has been published by National Psychological Corporation, Agra, consisting of 34 test items. It is a five point scale. Each test item has five alterations on which a subject has to put tick mark on any one from *strongly agree* to *strongly disagree*. The test is used to measure Emotional Intelligence. The test measures ten factors of emotional intelligence, namely, A-Self awareness, B- Empathy, C-Self-motivation, D-Emotional stability, E-Managing relations, F-Integrity, G-Self-development, H-Value orientation, I-Commitment and J-Altruistic behaviour.

Reliability: The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity: Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges / experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981), reliability index was calculated, which indicated high validity on account of being 0.93.

Scoring of the Test Items and Norms:

As per the instruction given in the manual of the test, each item or statement should be scored 5 for *strongly agree*, 4 for *agree*, 3 for *neutral*, 2 for *disagree* and 1 for *strongly disagree*. Norms of the scale are available on a sample of 200 subjects. These norms can be regarded as reference points for interpreting the Emotional Intelligence scores with Mean 68 and SD 16. If the subject has scored 85 or more, the subject has high level of Emotional Intelligence. A score of 52-84 indicates normal level of Emotional intelligence. If the score falls below 51, the subject has low level of Emotional Intelligence.

Statistical Techniques Used:

The following statistical techniques were used for the analysis and interpretation of the data: (i) Mean (ii) Standard Deviation (iii) t-test (iv) Karl Pearson Product Moment Correlation

ANALYSIS AND INTERPRETATION OF DATA

Spiritual Intelligence and Emotional Intelligence:

Table showing Mean, % of Mean, SD of Spiritual Intelligence and Emotional Intelligence

Variable	N	Mean	% of Mean	SD
S.I	189	206.72	78.01	24.72
E.I		134.67	79.22	15.42

According to the norms given in Spiritual Intelligence Scale and from the above table it is clear that almost all Prospective Engineers have Normal range of Spiritual Intelligence. But the

percentage of mean of Spiritual Intelligence is 78.01. Based on the norms given in Spiritual Intelligence scale, Prospective Engineers have to develop their Spiritual Intelligence. High spiritual intelligence not only enables students to learn better but also makes them more methodical in all aspects of their prospective life. This will reduce discipline problems of students. High spiritual intelligence will also ensure students to think logically and use their mind in the best way possible. Spiritual intelligence proposes a practical process of brain for simultaneous neural fluctuations that consolidates information in every part of the brain. Spirituality in working is an inspiring and stimulant power towards permanent searching for finding goal and concept in working life, deep and contemplative perception from working value, wideness of universe, and personal belief system (Mayer, 1990).

As per the norms given in Emotional Intelligence scale and from the above table it is clear that all Prospective Engineers have High level of Emotional Intelligence. The percentage of mean of Emotional Intelligence is 79.22. Based on the norms given in Emotional Intelligence scale, Prospective Engineers were emotionally stable. The reason behind that may be that Technical Education makes them mature and more stable emotionally by developing self-awareness, self-regulation, empathy and social skills. In addition, they are aware of Professional Ethics and human values through their curriculum. In general, human beings are governed by their emotions. Emotional Intelligence is important for success at work in life. Emotional intelligence helps improve both productivity and psychological well-being in the workplace of tomorrow (Cary Cherniss, 2000). According to C.P Khokharand and Tulika Kush (2009), the executives having higher emotional intelligence show better quality of work performance as compared to their counterparts. By teaching emotional skills, we can bestow self-acceptance upon people, anger management, the ability and motivation to cooperate, the ability to make and keep friends, the ability to resolve conflicts and the power to express one's self peacefully and honestly. Today emotional intelligence is viewed in many leading organizations as a key indicator of potential job performance. Goleman (1995) claimed that emotional intelligence is a better predictor of success in all sorts of areas, like work and school relationships. The above results were supported by the conclusions of Jafar Shabani(2010), Barot Pathik (2013).

Table showing classification of sample of Spiritual Intelligence and Emotional Intelligence into Low, Normal and High Categories based on N

Variable	Classification	Category	% of N	Variable	Classification	Category	% of N
S.Q	Low	0 - 194	31.88	E.Q	Low	0 - 51	0
	Normal	195 – 230	50.73		Normal	52 - 84	0
	High	231 – 265	17.39		High	85 - 170	100

1. According to the Norms given in Spiritual Intelligence Scale, from the above table it can be interpreted that out of 189 Prospective Engineers, only 17% have High level of Spiritual Intelligence, and 51% have Normal level of Spiritual Intelligence. But nearly 32% of Prospective Engineers have Low level of Spiritual Intelligence, which shows that majority of Prospective Engineers have to develop spiritual attitudes to overcome the problems which may occur in future working situations. Although developing spiritual intelligence does not depend on a particular path or practice, it does depend on expanding consciousness to include a widening circle of empathic identification, sensitivity to subtle realities, and familiarity with various symbolic maps of consciousness. In our culture today, increasing numbers of people are embracing spirituality based on a variety of practices drawn from more than one tradition (Robert Wuthnow, 1998). A spiritual path that leads to love, freedom, and wholeness is concerned with the well-being of the whole, the whole person, the whole human family, the whole planet, and the whole web of life.
2. According to the Norms given in Emotional Intelligence Scale, from the above table it can be interpreted that all Prospective Engineers, have High level of Emotional Intelligence which indicates that Prospective Engineers are emotionally balanced and mature. It also supports Wilding’s (2007) observation that emotional quotient or EQ is very important to human being as one solution for them to be successful in their relations with others. In addition, more emotionally intelligent persons are categorized as successful at communicating in interesting and assertive ways that could put others at ease in a professional environment (Goleman1999). Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people’s

behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning; job profiling, recruitment-interviewing and selection, management development, customer relations and customer service to name a few.

Influence of Different Variables on Spiritual Intelligence

Table showing the Mean, % of Mean, SD of Spiritual Intelligence of Gender, Locality, Type of Family and Category of Prospective Engineers.

Variable		Mean	%of Mean	SD	t-value
Gender	Male	204.92	77.33	25.69	0.49*
	Female	209.07	78.89	23.63	
Locality	Rural	207.23	78.20	24.40	0.58*
	Urban	205.88	77.69	25.71	
Type of Family	Joint	209.38	79.01	23.83	0.06*
	Nuclear	205.12	77.40	25.39	
Category	General	207.23	78.20	24.03	0.96*
	Reserve	206.03	77.75	26.05	

***Not Significant at the level of 0.05**

1. From the above Table, the mean scores of Spiritual Intelligence of male and female Prospective Engineers were 204.92 (77.33%) and 209.07(78.89%) respectively and the value of **t** is **0.49**. The obtained t-value is lower than the tabulated value (1.97) which is not significant at 0.05. So the null hypothesis “There is no significant difference between male and female Prospective Engineers in relation to their Spiritual Intelligence” is accepted. That is, male and female Prospective Engineers have equal levels of Spiritual Intelligence. Hence, there is no significant effect of gender on Spiritual Intelligence.
2. From the above Table, the mean scores of Spiritual Intelligence of Rural and Urban Prospective Engineers were 207.23 (78.20%) and 205.88 (77.69) respectively, and the value of **t** is **0.58**. The obtained t-value is lower than the tabulated value (1.97) which is not significant at 0.05. So the null hypothesis “There is no significant difference between

rural and urban Prospective Engineers in relation to their Spiritual Intelligence” is accepted. That is, Rural and Urban Prospective Engineers have equal levels of Spiritual Intelligence. Hence, there is no significant influence of Locality on Spiritual Intelligence.

3. From the above Table, the mean scores of Spiritual Intelligence of Prospective Engineers taken from Joint and Nuclear families were 209.38 (79.01%) and 205.12 (77.40%) respectively and the value of **t is 0.06**. The obtained t-value is lower than the tabulated value (1.97) which is not significant at 0.05. So the null hypothesis “There is no significant difference in Spiritual Intelligence of Prospective Engineers taken from Joint and Nuclear families” is accepted. Hence, Prospective Engineers from Joint and Nuclear Families were found to have equal levels of Spiritual Intelligence, which shows that Type of Family is not an influencing variable on Spiritual Intelligence.
4. From the above Table, the mean scores of Spiritual Intelligence of General and Reserved category Prospective Engineers were 207.23 (78.20%) and 206.03 (77.75%) respectively and the value of **t is 0.96**. The obtained t-value is lower than the tabulated value (1.97) which is not significant at 0.05. So the null hypothesis “There is no significant difference in Spiritual Intelligence of Prospective Engineers taken from General and Reserved category” is accepted. Hence, General and Reserved Category Prospective Engineers were found to have equal levels of Spiritual Intelligence, which shows that Category is not an influencing variable on Spiritual Intelligence.

Discussion: The above results of this study were supported by the results of the studies conducted by Fauzia Nazam (2014), Gurkirat Kaur and Singh P (2013), Zulfiqar Ullah Siddiqui (2013), Barot Pathik D (2013), Asadolah Khadivi et al. (2012), Abbas Ebrahimi (2012), Wigglesworth (2003) and Jain and Purohit (2006). Hence we can conclude that the influence of the variables Gender, Locality, Type of Family and Category on Spiritual Intelligence of Prospective Engineers were not significant. Spiritual abilities can have positive impact on outcomes of an individual. Spiritual attitude may develop moral values and it not only can lead towards improving the employees' quality of work but also has the potential to enhance the prospects of the whole organization. Researchers express that encouraging spirituality in the workplace can lead to benefits such as increased creativity, loyalty and trust, sense of personal development, commitment and improved employee attitudes such as job satisfaction, involvement and lower

intention to leave the workplace, increased ethics and consciousness, more motivation, and better performance and productivity.

Influence of Different Variables on Emotional Intelligence

Table showing the Mean, % of Mean, SD of Emotional Intelligence of Gender, Residence, Type of Family and Category of Prospective Engineers.

Variable		Mean	%of Mean	SD	t-value
Gender	Male	135.23	79.55	15.57	0.73*
	Female	133.93	78.78	15.46	
Locality	Rural	133.77	78.69	15.19	0.04*
	Urban	136.15	80.09	15.98	
Type of Family	Joint	135.15	79.50	14.96	0.11*
	Nuclear	134.37	79.04	15.86	
Category	General	133.40	78.47	15.05	0.64*
	Reserve	136.41	80.24	16.01	

*Not Significant at the level of 0.05

1. From the above Table, the mean scores of Emotional Intelligence of male and female Prospective Engineers were 135.23 (79.55%) and 133.93(78.78%) respectively and the value of **t** is **0.73**. The obtained t-value is lower than the tabulated value (1.97) which is not significant at 0.05. So the null hypothesis “There is no significant difference between male and female Prospective Engineers in relation to their Emotional Intelligence” is accepted. That is, male and female Prospective Engineers have equal levels of Emotional Intelligence. Hence, there is no significant effect of Gender on Emotional Intelligence.
2. From the above Table, the mean scores of Emotional Intelligence of rural and urban Prospective Engineers were 133.77 (78.69%) and 136.15 (80.09) respectively, and the value of **t** is **0.04**. The obtained t-value is lower than the tabulated value (1.97) which is not significant at 0.05. So the null hypothesis “There is no significant difference between rural and urban Prospective Engineers in relation to their Emotional Intelligence” is accepted. That is, rural and urban Prospective Engineers have equal levels of Emotional

Intelligence. Hence, there is no significant influence of Locality on Emotional Intelligence.

3. From the above Table, the mean scores of Emotional Intelligence of Prospective Engineers taken from Joint and Nuclear families were 135.15(79.50%) and 134.37(79.04%) respectively, and the value of **t** is **0.11**. The obtained t-value is lower than the tabulated value (1.97) which is not significant at 0.05. So the null hypothesis “There is no significant difference in Emotional Intelligence of Prospective Engineers taken from Joint and Nuclear families” is accepted. Hence, Prospective Engineers from Joint and Nuclear Families were found to have equal levels of Emotional Intelligence, which shows that Type of Family is not an influencing variable on Spiritual Intelligence.
4. From the above Table, the mean scores of Emotional Intelligence of General and Reserved category Prospective Engineers were 133.40 (78.47%) and 136.41 (80.24%) respectively and the value of **t** is **0.64**. The obtained t-value is lower than the tabulated value (1.97) which is not significant at 0.05. So the null hypothesis “There is no significant difference in Emotional Intelligence of Prospective Engineers taken from General and Reserved category” is accepted. Hence, Prospective Engineers, of general as well as reserved category, were found to have equal levels of Emotional Intelligence, which shows that Category is not an influencing variable on Emotional Intelligence.

Discussion: The above results of this study were supported by the results of the studies conducted by Srivastava (2014), Kumar (2001), Singh and Sushma (2006), Tewary and Mala (1999), Jafar Shabani (2010), Sing et al. (2006) and Jain and Purohit (2006). Hence, we can conclude that the influence of the variables Gender, Locality, Type of Family and Category on Emotional Intelligence of Prospective Engineers was not significant. However, the success of an individual working within an organization is a function of emotional intelligence. Much of this success depends on the abilities of individuals to motivate them and to accomplish tasks by forming teams from a loose network of fellow workers with specific talents and expertise. Leaders with empathy are able to understand their employees' needs and provide them with constructive feedback.

Correlation between Spiritual Intelligence and Emotional Intelligence

Karl Pearson Product Moment Correlation Coefficient of Spiritual Intelligence and Emotional Intelligence is 0.59. It shows that Spiritual Intelligence and Emotional Intelligence significantly and positively correlate to each other. From this correlation analysis, the null hypothesis "There is no relation between Spiritual Intelligence and Emotional Intelligence of Prospective Engineers" is liable for rejection. Hence, there exists a significant positive relation between Spiritual Intelligence and Emotional Intelligence of Prospective Engineers.

Discussion: The findings of the present study were similar to those of Joshi (1997), Rajni Dhingra et al. (2005), Animasahun (2010) and Ravikumar T and Dhamodaran V (2014). All of them found that Spiritual Intelligence and Emotional Intelligence are related to each other in such a manner that increase in one is associated with increase in the other and vice versa. That is, emotionally mature individuals are more spiritual, while those low in spirituality are emotionally less mature. Hence, we can conclude that Spiritual Intelligence and Emotional Intelligence of Prospective Engineers were significantly positively correlated.

Educational Implications

The findings of the study indicate that educational institution should endeavour to take up Emotional Intelligence related issues and Spiritual intelligence related concerns. It is worth mentioning here that one of the four pillars of education for 21st century's education has been identified as "Learning to live together". It is definitely concerned with Emotional Intelligence, And 'Learning to be' as Atmasakshatkar concerned with Spiritual Intelligence. This finding seems to be congruence with the theoretical considerations with regard to the constructs namely Emotional Intelligence and Spiritual Intelligence. Hence, it may now be expected that the future curriculum shall also take into consideration the Emotional Intelligence related abilities and Spiritual Intelligence related issues of teacher trainees so that they may succeed in 'Learning to live together' and Learning to be". In addition, prospective engineers should be encouraged for altruistic behaviour. This will help to increase their emotional and spiritual intelligences level. The prospective engineers can have a balanced personality in the world of tensions and worries.

CONCLUSION:

The main purpose of the present study conducted was to know the Spiritual Intelligence and Emotional Intelligence of Prospective Engineers. The present investigation also tests the relationship between Spiritual Intelligence and Emotional Intelligence of Prospective Engineers. In this study, we found that almost all Prospective Engineers have Normal range of Spiritual Intelligence and High level of Emotional Intelligence. The results of the present study suggest that the influence of the variables Gender, Locality, Type of Family and Category on Spiritual Intelligence and Emotional Intelligence of Prospective Engineers was not significant. Further, Spiritual Intelligence and Emotional Intelligence of Prospective Engineers significantly and positively correlated. Globalization, movement towards knowledge-based organizations and the growing demands of workers for richer workplaces have increased these pressures. In fact, it seems that employees in their jobs were following something more than just monetary rewards. The study presented in this article clearly suggests that Spiritual Intelligence and Emotional Intelligence affect people's careers and workplace interactions and therefore is worthy of considering for scholarly study.

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