

An Empirical Study on the correlation between Spiritual Intelligence and Self Efficacy

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Abstract:

The present study sought to explore the relationship between spiritual intelligence (SQ) and self-efficacy. The participants were drawn from students for the correlation study. The Spiritual Self-Report Inventory and General Self Efficacy Scale were used for the study. Data was analyzed using descriptive analysis, t-test and Pearson product moment correlation. The research findings indicated a positive correlation between the independent variable (Spiritual Intelligence) and dependent variable (Self-Efficacy). The findings stated that there is significant difference between male and female students. Male students had higher SQ and found to be more self-efficient than their counterparts, the female students. Post-graduate students were likely to have higher SQ and SE score than graduate and higher secondary students. The results interpreted that spiritual intelligence can have a positive impact on becoming self-efficient. The data results are significant input for associates who are involved in student's welfare especially educators and educational institutions.

Keywords— Spirituality, Spiritual Intelligence (SQ), Self- Efficacy, Students, Age and Gender.

Introduction

Companies such as Ford, Nike, Boeing, Wipro, Dabur, Taco Bell and range of big corporates have been emphasizing on SQ in addition to intelligence quotient (IQ) and emotional quotient (EQ). Big corporates believe that Spiritual quotient in the employees give them a balanced understanding of what is happening around, what is life all about and helps them take better decision in all aspects especially in the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) environment. Oprah Winfrey speaks publicly about her daily spiritual practice— including starting the day with thoughts of gratitude. Arianna Huffington sets intentions for the day and meditates for 30 minutes. Spiritual intelligence is gaining importance in the corporate world and among successful individuals.

Spiritual Intelligence: In the context of the study the definition given by Cindy Wigglesworth, author of SQ 21: The twenty one skills of spiritual intelligence hold well. She defines Spiritual Intelligence as “the ability to behave with Compassion and Wisdom while maintaining inner and outer peace (equanimity) regardless of the circumstances.”

Spiritual intelligence is the expression of innate spiritual qualities through your thoughts, actions and attitude, says Brahmakumari Shivani. Spirituality is to 'know' who you are and Spiritual Intelligence is to 'realise' who you are and to live life in that awareness.

Spiritual intelligence involves wider perceptual understanding of life and life experiences; as well as acting on the following spiritual truths, not causing harm; accepting interconnectedness of all life; taking responsibility for oneself one's own actions and their effects; respecting differences and accepting change (Levin, 2000).

Richa Kathuria, 2019, in the study evolution of spiritual intelligence and its influence, observed that Spiritual intelligence has significant positive impact on our lives. At workplace SI has an impact on work performance, leadership, team work, job-satisfaction, organizational commitment. Big corporates and successful individuals have endorsed the need for spiritual intelligence as an important aspect of life. Spiritual Intelligence helps individuals to be at a state of equanimity and thus help them stay calm and composed and thereby reflect upon a situation with more clarity. Thus SI is called as ultimate intelligence because of this transformative nature.

Self- Efficacy: According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." Bandura described these beliefs as determinants of how people think, behave, and feel and approach goals, tasks and challenges.

Self-efficacy defined as confidence in one's capability for organizing and implementing the cognitive, behavioral, or social skills necessary for successful performance of a task (Bruning, Colvin & Shell, 1995).

The literature shows that students with a strong sense of efficacy believe they can accomplish even difficult tasks. In the face of impending failure, these students increase and sustain their efforts to be successful. They approach difficulty or threatening situations with confidence that they have control over them. Conversely, students who doubt their ability to accomplish difficult tasks see these tasks as threats and give up quickly. This can lead to task avoidance, passivity, lack of engagement and a resignation that failure is inevitable (Bandura, 1994).

The strong sense of self-efficacy among students will go a long way with them when they get into corporate and business world. The perception about their ability to perform develops deeper interest in the activities they involve and form a strong sense of commitment. It also helps the individual to recover quickly from setbacks and disappointments and look at challenging problems as tasks to be mastered. Thus, Self-efficiency can play a big role in how goals, tasks and challenges are approached.

RATIONALE OF THE STUDY

The corporates and business environment has become uncertain, complex and ambiguous environment. Big corporates have realized that to work in such a complex environment IQ and EQ will not be enough. Organizations have started embracing SQ as an additional intelligence along with IQ and EQ. The field of positive psychology has recognized the strength of spiritual intelligence that are defined as a capacity to feel, understand, and present the highest part of

themselves, others and the world around. Literature on Spiritual intelligence showed positive impact on various aspects like managerial efficiency, resilience, mental health, quality of life and emotional intelligence and self-efficacy. Scanty studies have been conducted to find the relationship between spiritual intelligence and self-efficacy among students. The study on the correlation between spiritual intelligence and self-efficacy contributes to the literature on spiritual intelligence. Measuring spiritual intelligence may pave way for enhancing spiritual quotient and this may thereby enhance the self – efficacy among students.

METHODOLOGY

The objective of the present study is to find the correlation between Spiritual Intelligence (SQ) and Self-Efficacy (SE) among students.

Hypothesis:

Based on the literature review on the study on spiritual intelligence by Dev et al., 2018, Garima, (2012), Zamirinejad (2016), the following hypothesis was framed.

Research question 1: Does spiritual intelligence influence self-efficacy?

H0: No relationship between spiritual intelligence and self-efficacy.

H1: There is relationship between spiritual intelligence and self-efficacy.

Research question 2: Does difference exist among male and female students based on spiritual intelligence and self-efficacy

H0: No difference exist among male and female students based on spiritual intelligence and self-efficacy

H2: There is difference exist among male and female students based on SQ & SE

Population: The study was conducted among student population between 15 years to 23 years.

Sample: 100 students participated in the survey. Convenience sampling method was used for the study.

Inclusion criteria are school and college students above the age of 15 years to 23 years. Subjects were invited to participate and questionnaire link was shared with them and interested students participated in the survey.

In the sample 100 respondents, the mean age of the respondents is 17 years, 54% respondents are female and 46% respondents are male. 14% respondents belonged to higher secondary level, 72% respondents belonged to graduate and 14% were post graduate level.

Tools: To measure spiritual intelligence (SQ), *Spiritual Intelligence Self Report Inventory (Sisri 24)* constructed by Kind David 2008 was used. D.Anbugeetha., 2015, An Analysis of the Spiritual Intelligence Self Report Inventory (SISRI) instrument is found relevant in Indian context.

SISRI-24 is divided into four sub-scales; Critical Existential Thinking (CET – 7 items), Personal Meaning Production (PMP – 5 items), Transcendental Awareness (TA – 7 items) and Conscious State Expansion (CSE – 5 items). All sub-scale items were coded positively except for item SQ14 “It is difficult for me to sense anything other than the physical and material” on Transcendental Awareness (TA) which needed to be reversed prior to summing the scores.

Reliability of Cronbach’s Alpha ($\alpha = 0.92$) suggesting a good scale reliability, internal consistency and excellent psychometric properties. Its confirmatory factor analysis (CFA) revealed χ^2 / df ratio ($464.68 / 246$) = 1.86 ($p < .0001$), CFI (0.934), GFI (0.886) and RMSEA (0.055), indicating a saturated and good fit model.

Self- Efficacy (SE) was measured using General Self-Efficacy Scale (GSES) a ten item scale which has been translated by Mary Wegner from the Original German version by Schwarzer and Jerusalem. It assesses the strength of an individual’s belief in his or her own ability to respond to novel or difficult situations and to deal with any associated obstacles or setbacks. GSE Scale is correlated to emotion, optimism and work satisfaction. Negative correlation we found for depression, stress, health, complaints, burnout and anxiety. GSE Scale is a self-report measure of self –efficacy and internal reliability for GSE = Cronbach’s alphas between .76 and .90

RESULTS AND DISCUSSION

The table 1 represents correlation matrix of spiritual intelligence and self-efficacy. In order to find the relationship between spiritual intelligence and self-efficacy, Pearson product moment correlation coefficient was used. The correlation matrix in Table 1 represents a positive and strong relationship between spiritual intelligence (SQ) and self-efficacy (SE).

Table 1. Correlation matrix of spiritual intelligence and self-efficacy.

	SQ	SE
SQ	1	0.54
SE	0.54	1

The table 2 represents descriptive statistics of female and male students based on spiritual intelligence and self-efficacy. Results showed that the mean value for SQ and SE of male respondents is higher than female respondents. The SQ and SE score of post-graduate students is higher than the graduate and higher secondary level students.

Table 2.1 Mean and standard deviation of students in spiritual intelligence (SQ) and Self-Efficacy (SE) based on gender.

Variables	Mean			Standard Deviation		
	Female	Male	Total	Female	Male	Total
SQ	56.87	61.80	59.14	10.87	13.89	12.53
SE	31.17	32	31.55	4.46	4.72	4.58

Table 2.2 Mean and standard deviation of students in spiritual intelligence (SQ) and Self-Efficacy (SE) based on graduate level

Variables	Mean			
	Higher Secondary School	Under Graduate	Post Graduate	Total
SQ	57.5	58.83	62.36	59.14
SE	31	31.38	33	31.55
Variables	Standard Deviation			
	Higher Secondary	Under Graduate	Post Graduate	Total
SQ	13.22	12.61	11.76	12.53
SE	3.49	4.81	4.30	4.58

Table 3 represents results of t-Test about spiritual intelligence and self-efficacy and its sub-scales male and female students. Two sample t-tests was used for the study. Table 3 results showed that there is significant difference among female and male respondents based on spiritual intelligence. $P=0.054 < \alpha=0.05$, $c.v= 1.99$, test stats = -1.95, There is significant difference among female and male respondents based on self-efficacy. $p=0.037 < \alpha=0.05$, $c.v= 1.99$, test stats = -0.90.

Table 3: Results of t-Test about spiritual intelligence and self-efficacy among male and female students.

Variables	Gender	N	M	Df	P
SQ	Female	54.00	56.87	85	0.05
	Male	46.00	61.80		
SE	Female	54.00	31.17	94	0.37
	Male	46.00	32.00		

CONCLUSION:

The study primarily aimed at finding the correlation between spiritual intelligence and self-efficacy among students of higher secondary, graduation and post-graduation students. Results found showed there is positive correlation between spiritual intelligence and self-efficacy and thus it supports previous studies on the relationship between spiritual intelligence and self-efficacy (Zamirinejad somayeh, 2016). The study also endeavored to find if there is significant difference between male and female students based on SQ & SI.

Results found that there was significant difference between SQ, SE and sub-scale gender. The study also observed that male students had higher scores on SQ and SE compared to female students which denotes that male students had more awareness on spiritual aspects and had the ability to look at challenges as area to work when compared to female students. This may be due to the exposure that male students get in terms of social interaction when compared to female students who lack such exposure. Educators can consider this aspect and create an environment

for female students to work on their spiritual quotient (Roxana Dev. Omar Dev., 2018). Post graduate students tend to have higher SQ and SE than their younger counterparts in graduation and higher secondary category. This indicates that as students' age and when they gain more exposure and experience, they understand life better and gain more confidence and believe in themselves while facing challenging task and accomplish task successfully.

Relationship between Spiritual intelligence and self-efficacy has been researched and has gained importance recently. The studies were not consistent as many studies proved there is positive correlation while few studies proved there is no correlation between the two variables. Thus, the present study contributes to the existing study on Spiritual intelligence. While IQ and EQ is used to solve problems within boundaries like market, economic environment, business environment and professional and personal relationship, SQ tries to solve problem related to meaning and value observes Zohar and others. Literature on spiritual intelligence quotes many benefits of enhanced SQ such as balanced life, helps one to become more reflective and introspective, builds capacity to face suffering and life ups and down neutrally, empowers one to challenge status quo and think out of the box. (Emmy Gracy Vas, 2017). To sail smoothly in the present turbulent environment, corporates are looking for engaging, innovative, dedicated and creative employees.

Spiritually intelligent person finds meaning in his life and understands the purpose about experiences and happening around him. He is able to relate and reflect life and actions in a wide richer meaningful context. This ability makes him emotionally competent, intellectually sound and creative. If this aspect is introduced when an individual is ready to step into the competitive world it can help him perform meaningfully.

Thus it is recommended through the study that young students can be guided to work on their spiritual intelligence that can help them find meaning in their life and actions at a younger age and solve life related problems with more clarity. Educational institution can create a spiritual intelligence framework to support students and measure the impact. Introducing SI abilities like mindfulness, presence, equanimity while in college through intervention programmes can equip students to handle challenges and competition as an area to work upon than to look at it as stress.

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