

A Study on Students Academic Achievement in Relation to Emotional Intelligence and Spiritual Intelligence of M.Ed Students

OPEN ACCESS

Volume: 7

Issue: 2

Month: October

Year: 2019

P-ISSN: 2321-788X

E-ISSN: 2582-0397

Received: 31.07.2019

Accepted: 28.09.2019

Published: 01.10.2019

Citation:

Rajeswari, S., and S. K. Panneer Selvam. "A Study on Students Academic Achievement in Relation to Emotional Intelligence and Spiritual Intelligence of M.Ed Students." *Shanlax International Journal of Arts, Science and Humanities*, vol. 7, no. 2, 2019, pp. 24–38.

DOI:

<https://doi.org/10.34293/sijash.v7i2.611>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

S. Rajeswari

Research Scholar, Lecturer, Pragathi B.Ed. College, Chikkaballapur, Karnataka, India

S.K. Panneer Selvam

Assistant Professor & Guide, Department of Education
Bharathidasan University, Tiruchirappalli, Tamil Nadu, India

Abstract

UNESCO has identified various tensions and crisis of modern society and suggested 4 pillars to be constructed for strengthening the education system. These pillars are: "Learning to Know, Learning to Do, Learning to live together and Learning to be." The importance of education has been realized by everyone and by every nation. It is quite evident that the strength of the country depends on the strength of education, which in turn depends on the strength efficiency of teachers and the process of teaching. According to Tagore, "The widest road leading to the solution of all our problems is education." Intelligence is one of the main characteristics that results in individual differences among peoples. This has been attended by humans from many years ago (Bakhtiarpor, 2009). Although study about intelligence has focused on its cognitive aspects such as memory, problem-solving, emotional, social, and spiritual ability have been attended by authors. The role of intelligence tests in predicting academic performance that the effective psychosocial and mental sources has an important role in predicting academic achievement especially in the higher academic levels (Furnham, Chamorro, and Premuzic, 2004).

Keywords: broad domains, personality, equality, characteristics, interpersonal.

Introduction

The development of affective aspect of behavior not only helps the person in development of personality but also creates certain abilities within the learner to handle the feeling aspect of behavior. The effective and efficient dealing with feeling side behavior of oneself is based on emotional intelligence and spiritual intelligence. Emotional Intelligence is an ability to express, manage and control emotions of self and others. Emotional Intelligence is a cluster of traits or abilities relating to the emotional side of life abilities such as recognizing and managing one's own emotions, being able to motivate one self and restrain one's impulses, recognizing and managing others' emotions and handling interpersonal relationship in an effective - manner. Emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning will succeed in developing the Emotional Intelligence of pupils. An emotionally competent teacher is the heart and soul of any educational programme. As the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of Emotional Intelligence, which will play a vital role in their survival and fitness in the profession.

Need for the Study

To excel the students in academics they should be provided emotional security and spiritual knowledge at home as well as at the college. So, they can develop emotional as well as spiritual intelligence. With high emotional and spiritual intelligence student will not only be able to excel in academics but also could control themselves from doing against the law or discipline.

Teacher Educators have a strong hand in shaping the students value systems. The emotionally and spiritually enhanced teacher educators can mould suitable teachers to serve the society. The achievement in life is related to a good relationship that can be built in a society. The main aim of education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. Emotionally and spiritually Intelligence teachers help students with improve motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities, gives discipline, philosophy, federation, developing good personality and improved team work.

Statement of the Problem

The title of the present study, “A Study on Students Academic Achievement in Relation to Emotional Intelligence and Spiritual Intelligence of M.Ed Students.”

Operational Definition of Key Terms

1. By the term, “Emotional Intelligence” refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in ourselves and our relationships.
2. By the term, “Spiritual Intelligence” serves to assist people in any context to develop their spiritual awareness, capacity and intelligence and it is used to be more effective as an individual and there by expand their capacity to make a greater contribution to the endeavors of others.
3. By the term “Academic achievement” can be defined as the overall performance of the students in their academic subjects.

Objectives of the Study

1. To know the level of M. Ed students Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
2. To find out the level of M.Ed., students academic achievement in relation to Emotional intelligence and Spiritual intelligence based on the select sub samples.

Hypotheses of the Study

1. The level of M.Ed., students Academic achievement in relation to Emotional intelligence, Spiritual intelligence is low.
2. M.Ed., students do not differ significantly in there, academic achievement in relation to emotional and spiritual intelligence based on the select sub samples.
 - (2.a) Male and female M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
 - (2.b) Tamil and English medium M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence, and Spiritual intelligence.
 - (2.c) M.Ed students of according to their educational qualification do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
 - (2.d) Married and unmarried M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
 - (2.e) M.Ed. students of different religion do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
 - (2.f) M.Ed. of different community students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
 - (2.g) M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence with respect to frequencies of praying per day.
 - (2.h) M.Ed students do not differ significantly in their Academic achievement in relation

to Emotional intelligence and Spiritual intelligence with respect to frequencies of spiritual visit.

- (2.i) M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence with respect to habit of spiritual books reading.
- (2.j) M.Ed students in their Academic achievement do not differ significantly in relation to Emotional intelligence and Spiritual intelligence with respect to frequency of doing meditation.
- (2.k) Rural and Urban M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
- (2.l) Orthodox and Modern family M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
- (2.m) Hostler and Days Scholar M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
- (2.n) M.Ed students according to their parents educational qualification do not differ significantly in relation to Emotional intelligence and Spiritual intelligence.
- (2.o) M.Ed students according to their Parents annual income do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
- (2.p) M.Ed students according to their Parent's occupation do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
- (2.q) M.Ed students of different type of college do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
- (2.r) Woman and Co-education college M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

3. There is no relationship between M.Ed., students in their academic achievement in relation to emotional intelligence and spiritual intelligence.

Limitations of the Study

This study is limited to the location of Salem and Namakkal districts. The sample is 297 of women and Co-Education colleges only. The student-teachers are taken from self financing colleges and a Government college.

Method Used in the Study

The investigator selected Normative Methodology and survey technique for the present study based on the problem selected. The independent variables consisted of Emotional intelligence, and Spiritual intelligence and dependent variable pertains to Academic achievement.

Variables Used in the Study

The variables of the present study are,

1. Demographic variables: Gender, Medium of instruction, Educational qualification, Marital status, Religion, community, Frequency of prayer per day, Frequency of spiritual visit, Spiritual books reading, Frequency of doing meditation, Locality, Type of family, Qualification of parents' education, Parents' annual income, Parents' occupation, Type of college, and Nature of college.
2. Independent variables - Emotional intelligence, Spiritual intelligence,
3. Dependent variables - Academic Achievement

Sample and Sampling Technique

The population for the present study constitutes M.Ed., students studying in Namakkal and Salem district of Tamil Nadu.

The investigator used Stratified Random Technique for studying the present problem. The stratification has been done on the basis of the students in the nature of the college. 9 colleges were selected. From each college M.Ed. students of rural and urban category were stratified. Thus totally 297 students are selected for the present study.

Data Analysis and Interpretation

Hypothesis: 1

Male and female M.Ed. students do not differ

significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 1 Showing Emotional Intelligence, Spiritual Intelligence and Academic Achievement's Value based on Gender

Variables	Gender	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Male	104	106.81	8.439	3.637 S
	Female	193	112.64	15.107	
Spiritual Intelligence	Male	104	81.61	8.662	3.419 S
	Female	193	86.80	14.119	
Achievement	Male	104	52.99	13.101	2.609 S
	Female	193	57.81	16.194	

From the table it is inferred that the calculated value is greater than the table value at 0.01 level of significance. Hence the hypothesis is not accepted in all the cases. Females are better than males in emotional intelligence, spiritual intelligence and academic achievement.

Hypothesis: 2

Tamil and English medium M.Ed. students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence

Table 2 Showing Emotional Intelligence, Spiritual Intelligence and Academic Achievement 't' Value based on Medium of Instruction

Variables	Medium	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Tamil	135	111.45	14.152	1.047 NS
	English	162	109.81	12.770	
Spiritual Intelligence	Tamil	135	87.08	13.277	2.628 S
	English	162	83.23	11.930	
Achievement	Tamil	135	57.99	16.070	1.989 NS
	English	162	54.46	14.547	

From the table it is found that the calculated value is greater than the table value in the case of spiritual intelligence at 0.01 level of significance. But in the other two cases the calculated value is less than the table value. Hence the hypothesis is accepted in these cases whereas hypothesis is not accepted in the case of spiritual intelligence. Tamil medium M.Ed. students spiritual intelligence is better than the

English medium students.

Hypothesis: 3

M.Ed students of according to their educational qualification do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 3 Showing Emotional Intelligence, Spiritual Intelligence and Academic Achievement 't' Value of Educational Qualification

Variables	Educational qualification	N	Mean	Std. Deviation	't' test
Emotional Intelligence	UG with B.Ed	153	111.81	15.541	1.662 NS
	PG with B.Ed	144	109.23	10.605	
Spiritual Intelligence	UG with B.Ed	153	85.59	14.113	0.856 NS
	PG with B.Ed	144	84.33	10.978	

Achievement	UG with B.Ed	153	55.87	15.849	0.225 NS
	PG with B.Ed	144	56.27	14.818	

From the table it is inferred that the calculated value is less than the table value at 0.01 level of significance. Hence the hypothesis is accepted in all the cases.

Hypothesis: 4

Married and unmarried M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence

Table 4 Showing ‘t’ Value of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Marital Status

Variables	Marital Status	N	Mean	Std. Deviation	‘t’ test
Emotional Intelligence	Married	108	113.30	15.197	2.685 S
	Unmarried	189	108.99	12.052	
Spiritual Intelligence	Married	108	88.51	14.566	3.698 S
	Unmarried	189	82.97	11.016	
Achievement	Married	108	59.33	15.948	2.810 S
	Unmarried	189	54.20	14.689	

From the table it is inferred that the calculated value is greater than the table value at 0.01 level of significance. Hence the hypothesis is not accepted in all the cases. Unmarried M.Ed. students are better than the married students in emotional intelligence, spiritual intelligence and academic achievement.

Hypothesis: 5

M.Ed. students of different religion do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 5 Showing the ‘F’ Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Religion

Variables	Parented	Sum of Squares	df	Mean Square	F	Significance
Emotional Intelligence	Between Groups	159.977	2	79.988	.443	.643 NS
	Within Groups	53131.242	295	180.719		
	Total	53291.219	297			
Spiritual Intelligence	Between Groups	37.239	2	18.620	.115	.891 NS
	Within Groups	47589.677	295	161.870		
	Total	47626.916	297			
Achievement	Between Groups	264.849	2	132.425	.562	.571 NS
	Within Groups	69328.935	295	235.813		
	Total	69593.785	297			

From the table it is inferred that the calculated value is less than the table value at 0.01 level of significance. Hence the hypothesis is accepted in all the cases.

Hypothesis: 6

M.Ed. students of different community students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence

Table 6 Showing the ‘F Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Community

Variables	Parented	Sum of Squares	df	Mean Square	F	Significance
Emotional Intelligence	Between Groups	280.998	3	93.666	.518	.670 NS
	Within Groups	53010.221	294	180.922		
	Total	53291.219	297			
Spiritual Intelligence	Between Groups	445.489	3	148.496	.922	.430 NS
	Within Groups	47181.427	294	161.029		
	Total	47626.916	297			
Achievement	Between Groups	213.403	3	71.134	.300	.825 NS
	Within Groups	69380.382	294	236.793		
	Total	69593.785	297			

From the table it is inferred that the calculated value is less than the table value at 0.01 level of significance. Hence the hypothesis is accepted in all the cases.

Hypothesis: 7

M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence with respect to frequencies of praying per day.

Table 7 Showing “F” Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Frequency of Prayer Per Day

Variables	Parented	Sum of Squares	df	Mean Square	F	Significance
Emotional Intelligence	Between Groups	449.835	3	149.945	.831	.477 NS
	Within Groups	52841.384	294	180.346		
	Total	53291.219	297			
Spiritual Intelligence	Between Groups	780.928	3	260.309	1.628	.183 NS
	Within Groups	46845.988	294	159.884		
	Total	47626.916	297			
Achievement	Between Groups	3605.358	3	1201.786	5.336	.001 S 0.01 level
	Within Groups	65988.426	294	225.216		
	Total	69593.785	297			

From the table it is found that the calculated value is greater than the table value in the case of academic achievement at 0.01 level of significance. But in the other two cases the calculated value is less than the table value. Hence the hypothesis is accepted

in these cases whereas hypothesis is not accepted in the case of academic achievement. As the ‘F’ value for the academic achievement is significant ‘t’ test is used to find out the significant difference between the groups.

Table Showing Academic Achievement ‘T’ Value Based on Frequency of Prayer Per Day

Variables	Prayer	N	Mean	Std. Deviation	‘t’ test
Achievement	One time	178	58.84	15.005	3.755 S
	two times	94	51.74	14.480	
Variables	Prayer	N	Mean	Std. Deviation	‘t’ test
Achievement	two times	94	51.74	14.480	0.378 NS
	three times	24	53.04	16.987	

Variables	Prayer	N	Mean	Std. Deviation	't' test
Achievement	One time	178	58.84	15.005	1.750 NS
	three times	24	53.04	16.987	

From the tables it is found that the calculated value is greater than the table value in the case of one time prayer and two times prayer. Hence in this case the hypothesis is not accepted. But in the other two cases the calculated value is less than the table value. So the hypothesis is accepted.

Hypothesis: 8

M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence with respect to frequencies of spiritual visit.

Table 8 Showing the "F" Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Spiritual Visit

Variables	Parented	Sum of Squares	df	Mean Square	F	Significance
Emotional Intelligence	Between Groups	449.835	3	149.945	.831	.177 NS
	Within Groups	52841.384	294	180.346		
	Total	53291.219	297			
Spiritual Intelligence	Between Groups	780.928	3	260.309	1.628	.211 NS
	Within Groups	46845.988	294	159.884		
	Total	47626.916	297			
Achievement	Between Groups	3605.358	3	1201.786	5.336	.003 S
	Within Groups	65988.426	294	225.216		
	Total	69593.785	297			

From the table it is found that the calculated value is greater than the table value in the case of academic achievement at 0.01 level of significance. But in the other two cases the calculated value is less than the table value. Hence the hypothesis is accepted

in these cases whereas hypothesis is not accepted in the case of academic achievement. As the 'F' value for the academic achievement is significant 't' test is used to find out the significant difference between the groups.

Table Showing Academic Achievement 'T' Value Based on Frequency of Spiritual Visit

Variables	Visit	N	Mean	Std. Deviation	't' test
Achievement	Weekly	134	58.25	15.681	3.294 S
	Monthly	90	51.50	13.988	

Variables	Visit	N	Mean	Std. Deviation	't' test
Achievement	Monthly	90	51.50	13.988	2.695 S
	Yearly	73	57.68	15.261	

Variables	Visit	N	Mean	Std. Deviation	't' test
Achievement	Weekly	134	58.25	15.681	0.248 NS
	Yearly	73	57.68	15.261	

From the tables it is found that the calculated value is greater than the table value in the cases of weekly and monthly visit and also in monthly and yearly visit. Hence in this case the hypothesis is not accepted. But in the other case the calculated value is less than the table value. So the hypothesis is accepted.

Hypothesis: 9

M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence with respect to habit of spiritual books reading.

Table 9 Showing the “F” Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement with Respect to Habit of Spiritual Books Reading

Variables	Spiritual book reading	N	Mean	Std. Deviation	‘t’ test
Emotional Intelligence	Yes	173	111.38	14.184	1.249 NS
	No	124	109.41	12.234	
Spiritual Intelligence	Yes	173	85.53	14.082	0.880 NS
	No	124	84.22	10.436	
Achievement	Yes	173	54.71	15.691	1.811 NS
	No	124	57.96	14.672	

From the table it is inferred that the calculated value is less than the table value at 0.01 level of significance. Hence the hypothesis is accepted in all the cases.

Hypothesis: 10

M.Ed students in their Academic achievement do not differ significantly in relation to Emotional intelligence and Spiritual intelligence with respect to frequency of doing meditation.

Table 10 Showing the “F” Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Frequency of Doing Meditation

Variables	Parented	Sum of Squares	df	Mean Square	F	Significance
Emotional Intelligence	Between Groups	927.268	2	463.634	2.603	.076 NS
	Within Groups	52363.951	295	178.109		
	Total	53291.219	297			
Spiritual Intelligence	Between Groups	802.249	2	401.125	2.519	.082 NS
	Within Groups	46824.666	295	159.268		
	Total	47626.916	297			
Achievement	Between Groups	564.521	2	282.261	1.202	.302 NS
	Within Groups	69029.263	295	234.793		
	Total	69593.785	297			

From the table it is inferred that the calculated value is less than the table value at 0.01 level of significance. Hence the hypothesis is accepted in all the cases.

Hypothesis: 11

Rural and Urban M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 11 Showing the ‘t’ Value of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Locality

Variables	Locality	N	Mean	Std. Deviation	‘t’ test
Emotional Intelligence	Rural	165	109.30	13.199	1.819 NS
	Urban	132	112.14	13.572	
Spiritual Intelligence	Rural	165	83.45	12.564	2.349 S (0.05 level of significance)
	Urban	132	86.90	12.621	
Achievement	Rural	165	54.90	15.270	1.469 NS
	Urban	132	57.52	15.345	

From the table it is found that the calculated value is greater than the table value in the case of spiritual

intelligence at 0.01 level of significance. But in the other two cases the calculated value is less than the

table value. Hence the hypothesis is accepted in these cases whereas hypothesis is not accepted in the case of spiritual intelligence. Rural M.Ed. students are better than the urban students in their spiritual intelligence.

Hypothesis: 12

Orthodox and Modern family M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 12 Showing the ‘t’ Value of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Type of Family

Variables	Family status	N	Mean	Std. Deviation	‘t’ test
Emotional Intelligence	Orthodox	136	110.19	13.777	0.434 NS
	Modern	161	110.87	13.142	
Spiritual Intelligence	Orthodox	136	84.53	12.115	0.566 NS
	Modern	161	85.37	13.172	
Achievement	Orthodox	136	55.01	15.318	1.084 NS
	Modern	161	56.95	15.338	

From the table it is inferred that the calculated value is less than the table value at 0.01 level of significance. Hence the hypothesis is accepted in all the cases.

Hypothesis: 13

Hostler and Days Scholar M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 13 Showing the ‘t’ Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Nature of Residence

Variables	Resident	N	Mean	Std. Deviation	‘t’ test
Emotional Intelligence	Hosteller	43	111.42	15.866	0.454 NS
	Day Scholar	254	110.41	12.989	
Spiritual Intelligence	Hosteller	43	86.70	14.047	0.958 NS
	Day Scholar	254	84.69	12.446	
Achievement	Hosteller	43	60.09	16.182	1.871 NS
	Day Scholar	254	55.38	15.112	

From the table it is inferred that the calculated value is less than the table value at 0.01 level of significance. Hence the hypothesis is accepted in all the cases.

Hypothesis: 14

M.Ed students according to their parents educational qualification do not differ significantly in relation to Emotional intelligence and Spiritual intelligence.

Table 14 Showing F Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Parent’s Education

Variables	Resident	Sum of Squares	df	Mean Square	F	Significance
Emotional Intelligence	Between Groups	927.268	2	463.634	2.603	.005 S (0.01 level)
	Within Groups	52363.951	295	178.109		
	Total	53291.219	297			
Spiritual Intelligence	Between Groups	802.249	2	401.125	2.519	.220 NS
	Within Groups	46824.666	295	159.268		
	Total	47626.916	297			

Achievement	Between Groups	564.521	2	282.261	1.202	.937 NS
	Within Groups	69029.263	295	234.793		
	Total	69593.785	297			

From the table it is found that the calculated value is greater than the table value in the case of emotional intelligence at 0.01 level of significance. But in the other two cases the calculated value is less than the table value. Hence the hypothesis is accepted

in these cases whereas hypothesis is not accepted in the case of emotional intelligence. As the 'F' value for the academic achievement is significant 't' test is used to find out the significant difference between the groups.

Table Showing Academic Achievement 'T' Value Based on Parents' Education

Variables	Parented	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Upto 10 Std	76	107.99	10.314	2.874 S
	Upto 12th Std	54	114.06	13.763	

Variables	Parented	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Upto 12th Std	54	114.06	13.763	0.431 NS
	Degree	90	112.96	15.447	

Variables	Parented	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Upto 10 Std	76	107.99	10.314	2.390 S
	Degree	90	112.96	15.447	

Variables	Parented	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Degree	90	112.96	15.447	2.327 S
	Uneducated	77	107.84	12.455	

Variables	Parented	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Upto 10 Std	76	107.99	10.314	0.077 NS
	Uneducated	77	107.84	12.455	

Group Statistics

Variables	Parented	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Upto 12th Std	54	114.06	13.763	2.690 S
	Uneducated	77	107.84	12.455	

From the tables it is found that the calculated value is greater than the table value in all the cases except in two cases. Hence the hypothesis is accepted only in these two cases whereas in all the other cases the hypothesis is not accepted.

Hypothesis: 15

M.Ed students according to their Parents annual income do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 15 Showing the 't' Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Parent's Annual Income

Variables	Parented	Sum of Squares	df	Mean Square	F	Significance
Emotional Intelligence	Between Groups	2374.480	3	791.493	4.555	.004 (S at 0.01 level)
	Within Groups	50916.739	294	173.777		
	Total	53291.219	297			

Spiritual Intelligence	Between Groups	2106.635	3	702.212	4.520	.004 (S at 0.01 level)
	Within Groups	45520.281	294	155.359		
	Total	47626.916	297			
Achievement	Between Groups	430.038	3	143.346	.607	.611 NS
	Within Groups	69163.746	294	236.054		
	Total	69593.785	297			

From the table it is found that the calculated value is greater than the table value in the cases of emotional and spiritual intelligence at 0.01 level of significance. But in the other case the calculated value is less than the table value. Hence the hypothesis is accepted in

this case whereas hypothesis is not accepted in the other two cases. As the 'F' value for the academic achievement is significant 't' test is used to find out the significant difference between the groups.

Table Showing Emotional Intelligence and Spiritual Intelligence 'T' Value Based on Parents Annual Income

Variables	Parented	N	Mean	Std. Deviation	't' test
Emotion	Below Rs.25,000	91	107.36	10.034	1.891 NS
	Rs.50,000	141	110.52	13.719	
Spiritual	Below Rs.25,000	91	82.84	12.635	1.327 NS
	Rs.50,000	141	85.02	12.006	

Variables	Parented	N	Mean	Std. Deviation	't' test
Emotion	Rs.50,000	141	110.52	13.719	2.220 S
	Above Rs 50,000	63	115.33	15.568	
Spiritual	Rs.50,000	141	85.02	12.006	1.929 NS
	Above Rs 50,000	63	88.65	13.301	

Variables	Parented	N	Mean	Std. Deviation	't' test
Emotion	Below Rs.25,000	91	107.36	10.034	3.863 S
	Above Rs 50,000	63	115.33	15.568	
Spiritual	Below Rs.25,000	91	82.84	12.635	2.748 S
	Above Rs 50,000	63	88.65	13.301	

From the tables it is found that the calculated value is greater than the table value in the cases of below RS 25,000 and above Rs. 50,000 of emotional intelligence and spiritual intelligence and also Rs 50,000 and above Rs 50,000 of emotional intelligence. Hence in these cases the hypothesis is not accepted. But in the other cases the calculated

value is less than the table value. So the hypothesis is accepted.

Hypothesis: 16

M.Ed students according to their Parent's occupation do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 16 Showing the 't' Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Parent's Occupation

Variables	Occupation	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Govt	38	106.68	9.484	1.915 NS
	Private	259	111.13	13.825	

Spiritual Intelligence	Govt	38	81.84	10.034	1.639 NS
	Private	259	85.44	12.981	
Achievement	Govt	38	55.97	17.824	0.039 NS
	Private	259	56.08	14.973	

From the table it is inferred that the calculated value is less than the table value at 0.01 level of significance. Hence the hypothesis is accepted in all the cases.

Hypothesis: 17

M.Ed students of different type of college do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 17 Showing ‘F’ Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Type of College

Variables	Parented	Sum of Squares	df	Mean Square	F	Significance
Emotional Intelligence	Between Groups	1295.769	2	647.884	3.663	.027 S
	Within Groups	51995.450	295	176.855		
	Total	53291.219	297			
Spiritual Intelligence	Between Groups	1406.864	2	703.432	4.474	.027 S
	Within Groups	46220.051	295	157.211		
	Total	47626.916	297			
Achievement	Between Groups	3108.854	2	1554.427	6.874	.001 S
	Within Groups	66484.931	295	226.139		
	Total	69593.785	297			

From the table it is inferred that the calculated value is greater than the table value at 0.01 level of significance. Hence the hypothesis is not accepted

in all the cases. As the ‘F’ value for the academic achievement is significant ‘t’ test is used to find out the significant difference between the groups.

Table Showing Emotional Intelligence, Spiritual Intelligence and Academic Achievement ‘T’ Value Based on Govt. and Aided

Variables	Typecoll	N	Mean	Std. Deviation	‘t’ test
Emotional	Govt	35	105.97	9.392	0.479 NS
	Aided	27	107.26	11.766	
Spiritual	Govt	35	83.60	10.123	1.850 NS
	Aided	27	78.52	11.460	
Achievement	Govt	35	64.06	9.530	4.217 S
	Aided	27	50.63	15.423	

Variables	Typecoll	N	Mean	Std. Deviation	‘t’ test
Emotional	Aided	27	107.26	11.766	1.564 NS
	Self Finance	235	111.62	13.929	
Spiritual	Aided	27	78.52	11.460	2.846 S
	Self Finance	235	85.93	12.963	
Achievement	Aided	27	50.63	15.423	1.534 NS
	Self Finance	235	55.50	15.636	

Variables	Typecoll	N	Mean	Std. Deviation	't' test
Emotional	Govt	35	105.97	9.392	2.321 S
	Self Finance	235	111.62	13.929	
Spiritual	Govt	35	83.60	10.123	1.018 NS
	Self Finance	235	85.93	12.963	
Achievement	Govt	35	64.06	9.530	1.018 NS
	Self Finance	235	55.50	15.636	

From the tables it is found that the calculated value is greater than the table value in some cases. Hence in these cases the hypothesis is not accepted. But in the other cases the calculated value is less than the table value. So the hypothesis is accepted in these cases.

Hypothesis: 18

Woman and Co-education college M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

Table 18 Showing the 't' Values of Emotional Intelligence, Spiritual Intelligence and Academic Achievement of Nature of College

Variables	Nature of college	N	Mean	Std. Deviation	't' test
Emotional Intelligence	Women	93	117.17	17.601	6.073 S
	Co-Education	204	107.54	9.641	
Spiritual Intelligence	Women	93	90.09	16.038	4.859 S
	Co-Education	204	82.66	10.034	
Achievement	Women	93	56.51	15.722	0.334 NS
	Co-Education	204	55.86	15.188	

From the table it is found that the calculated value is greater than the table value in the cases of emotional and spiritual intelligence at 0.01 level of significance. But in the other case the calculated value is less than the table value. Hence the hypothesis is accepted in this case whereas hypothesis is not

accepted in the other two cases.

Hypothesis: 19

There is no relationship between academic achievement in relation to emotional intelligence and spiritual intelligence of M.Ed. students.

Table 19 Show the Correlation between Emotional Intelligence, Spiritual Intelligence and Academic Achievement

Variable	Spiritual	Achievement
Emotion	.572(**)	.426(**)
Spiritual	-	.453(**)

**Correlation at 0.01(2-tailed) ...

From the table it is found that there is significant relationship between academic achievement, emotional intelligence and spiritual intelligence.

Findings of the Study

1. The level of Emotional intelligence, Spiritual intelligence and Academic achievement among M.Ed students is average.
2. Male and female M.Ed students differ

significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.

3. Tamil and English medium M.Ed. students differ significantly in their Academic achievement in relation to Spiritual intelligence.
4. Tamil and English medium M.Ed. students do not differ significantly in their Academic achievement in relation to Emotional intelligence.

5. M.Ed students of according to their educational qualification do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
6. Married and unmarried M.Ed students differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
7. M.Ed. students of different religion do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
8. M.Ed. of different community students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence.
9. M.Ed students differ significantly in their Academic achievement with respect to frequencies of praying per day.
10. M.Ed students do not differ significantly in their Emotional intelligence and Spiritual intelligence with respect to frequencies of praying per day.
11. M.Ed students do not differ significantly in their Emotional intelligence and Spiritual intelligence with respect to frequencies of spiritual visit.
12. M.Ed students differ significantly in their Academic achievement with respect to frequencies of spiritual visit.
13. M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence and Spiritual intelligence with respect to habit of spiritual books reading.
14. M.Ed students in their Academic achievement do not differ significantly in relation to Emotional intelligence and Spiritual intelligence with respect to frequency of doing meditation.
15. Rural and Urban M.Ed students do not differ significantly in their Academic achievement in relation to Emotional intelligence.

Educational Implications

The study reveals that Females are better than males in emotional intelligence, spiritual intelligence and academic achievement. To improve students' emotional intelligence, spiritual intelligence, appropriate counseling with the help of standardized Spiritual Intelligence, emotional intelligence Scale

can be arranged to lift them from a lower spiritual intelligence, emotional intelligence in relation to academic achievement to higher one. Intelligence scale may be now used by various institutions to find spiritual intelligence, emotional intelligence in relation to academic achievement of the students as on different variables of the students in research project.

Suggestions for Further Research

Based on the present research, the researcher recommends future researches as highlighted below:

- A similar study may be conducted using College Students of Science and arts.
- A similar study may be conducted using students of College Students of Commerce
- A similar study may be conducted using students of Higher Secondary Schools Students
- A study regarding spiritual intelligence can be conducted taking up different variables such as Socio-Economical Status, Multiple Intelligence,
- A similar study may be conducted using students of the other districts of Tamil Nadu.
- A similar investigation may be undertaken using students of different levels of education.
- A similar investigation may be made using students of vocational education as subjects.
- A similar study may be undertaken involving other psychological variables such as adjustment problems, level of aspiration, and study habits.
- A comparative study may be conducted with the sample from different Metropolitan cities in India.
- This study may extended among college students with any one or many of the following as variables, such as intelligence, readiness & maturation, motivation, self concept, attitudes & values and learning styles.

Conclusion

As indicated across the study, the present study was aimed to examine the relationship among emotional intelligence, spiritual intelligence, and academic achievement of the M.Ed. students. The results indicated that growth of the emotional intelligence and spiritual intelligence can be an effective factor in the intelligence quotient. The reason

is that these levels of intelligence are not sufficient for expressing complexity of the individuals' intelligence and expressing comprehensiveness of their emotions abilities. It is possible to understand human intelligence through describing spiritual intelligence accompanied other levels of intelligence can leads to improve all of the human aspects.

References

- Annaraja and Jose. "Emotional Intelligence of B.Ed., Trainees." *Research and Reflections in Education*, 2005.
- Veronica Bridget Menezes and C.G.D'Lima. "Emotional Intelligence." *University News*, vol. 45, no. 40, 2007, pp. 12-14.
- Babli Roy, Rashmi Sinha and Sapna Suman. "Emotional Intelligence and Academic Achievement Motivation Among Adolescents: A Relationship Study." *Researchers World-Journal of Arts, Science & Commerce*, vol. 4, no. 2, 2013, pp. 126-130.
- Dash, D.N. and Behera, N.P. "A Conceptual Analysis of Emotional Intelligence and its Relevance." *University News*, Vol. 42/40, 2004.
- Devi, U and Mayuri, K. "Relationship between Emotional Intelligence and Academic Achievement of Adolescents." *Journal of Education and Psychology*, vol. 12, 2005, pp. 127-138.
- Hamachek Don. "Self Concept and School Achievement." *Journal of Counseling and Development Psychological Abstract*, vol. 83, 1996.
- Indu, H. "Emotional Intelligence of Secondary Teacher Trainees." *Edutracks*, vol. 8, no. 9, 2009, pp. 34-36
- Kalyani Devi .T and Awitha. "Self Concept of Adolescents in Single Parent and Intact Families." *India Psychological Review*, vol. 48, 2002, pp. 64-70.
- Madhu Kuswaha. "Gender Differences in the Self-Concept of Students." *Journal of Community Guidance and Research*, 2009.
- Parker, J.D.A. et al. "Emotional Intelligence and Academic Success: Examining the Transition from High School to University." *Personality and Individual Differences*, vol. 36, no. 1, 2004, pp.163-172.
- Radha Mohan. "An Exploration of the Utility of a Self-Report Emotional Intelligence Measure: Pre-Service Teacher Education." *Edutracks*, vol. 8, no. 10, 2009.
- Rachel George, M and Salini Visvam. "Spiritual Intelligence, its correlation with Teacher Effectiveness and Academic Achievement – A Study." *International Journal of Education and Psychological Research (IJEPR)*, vol. 2, no. 2, 2013, pp. 106-110.
- Singh, M.P and Jyotsna Sinha. "Impact of Spiritual Intelligence on Quality of Life" *International Journal of Scientific and Research Publications*, vol. 3, no. 5, 2013.
- Suresh and V.P. Joshith. "Emotional Intelligence as a Correlate of Stress of Student Teachers." *Edutracks*, vol. 7/12, 2008.
- Vaughan. "What is Spiritual Intelligence?." *Journal of Humanistic Psychology*, vol.42, no. 2, 2003, pp.16-33.

Author Details

Mrs.S.Rajeswari, Research Scholar, Lecturer, Pragathi B.Ed. College, Chikkaballapur, Karnataka, India,
Email ID: raji.srinivas2003@gmail.com.

Dr.S.K.Panneer Selvam, Assistant Professor & Guide, Department of Education, Bharathidasan University,
Tiruchirappalli, Tamil Nadu, India.