

Relationship between Spiritual Intelligence and Emotional Intelligence of Students Pursuing Sanskrit at Undergraduate Level: A Study

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ABSTRACT: This research explores the correlation between Spiritual Intelligence and Emotional Intelligence among undergraduate students pursuing Sanskrit. Recognizing that both Spiritual Intelligence and Emotional Intelligence are vital for holistic development and academic success, especially in disciplines with rich cultural and philosophical backgrounds like Sanskrit, the study aims to identify how these intelligences interact. Using a Descriptive Survey method involving standardized questionnaires administered to 110 undergraduate students of the 7 provincialized colleges under Gauhati University having Sanskrit Department in Barpeta District. The research reveals a significant positive relationship between Spiritual Intelligence and Emotional Intelligence. The study contributes to educational psychology by emphasizing the integration of Spiritual Intelligence and Emotional Intelligence development in the curriculum, especially in traditional and value-based education systems.

KEYWORDS: Spiritual Intelligence, Emotional Intelligence, Sanskrit Students, Undergraduate Education.

INTRODUCTION: Education is not merely about the transmission of information; it is about the formation of the whole person. With growing interest in emotional and spiritual aspects of learning, researchers have begun to examine how intelligences beyond the traditional IQ affect student outcomes. Spiritual intelligence refers to the capacity to apply spiritual resources, values, and qualities to enhance daily functioning and well-being. Emotional intelligence, on the other hand, encompasses the ability to understand, manage, and utilize emotions effectively.

The study of Sanskrit is deeply rooted in philosophy, spirituality, and cultural heritage. Students engaged in Sanskrit education often encounter concepts that encourage introspection, ethical reasoning, and emotional balance. Hence, it is pertinent to explore whether these students exhibit higher levels of Spiritual intelligence and Emotional intelligence, and how these two forms of intelligence are interrelated.

Spiritual intelligence is a higher dimension of intelligence beyond the ego that has access to the mature qualities and advanced capabilities of the true self, in the form of wisdom, compassion, integrity, joy, love, creativity, and peace. Spiritual intelligence uncovers a deeper sense of meaning and purpose, and improves a wide range of important life skills and work skills.

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Emotional intelligence is the ability to perceive own and other's emotions to live a peaceful and successful life. Emotional intelligence includes awareness of self-regulation and desirable behavior or expression of a range of effective emotions. It is also the ability to handle their own emotions effectively and the ability to understand and manage the relationship with others.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study-

1. To assess the level of spiritual intelligence of students pursuing Sanskrit at undergraduate level.
2. To assess the level of emotional intelligence of students pursuing Sanskrit at undergraduate level.
3. To find out whether there exists any significant relationship between spiritual intelligence and emotional intelligence of students pursuing Sanskrit at undergraduate level.

METHODOLOGY: Research methodology or design of the study is one of the most important aspects of a research study which enables the researcher to carry out the research in a fruitful way. It is a systematic process of taking proper decisions before getting the answer to a research problem. The whole framework of the research work is reflected in the design of the study. It is also the science of studying how research is to be carried out. Research methodology involves the procedures by which the researcher starts from the identification of the problem to its conclusion. It includes the procedures, tools and techniques for conducting the study. It ensures the objectivity of the findings and conclusions of the study. The proper solution to the research problem depends upon the research design.

METHOD OF THE STUDY: Every study has different purposes and approaches. Keeping in mind the nature of the problem, the investigator has used Descriptive Survey Method in the present investigation. It is used to assess the level of spiritual intelligence and emotional intelligence of undergraduate students pursuing Sanskrit, and to know whether there exists the significant relationship between spiritual intelligence and emotional intelligence among students pursuing Sanskrit at undergraduate level.

Descriptive Survey Method is the most popular and widely used research method in the field of education. It involves generalization, measurement, interpretation, comparison, classification and evaluation. By having first-hand experience of the problem, this method allows a researcher to comprehend the dynamic aspects of the study. In this regard, keeping in view the objectives of the study, Descriptive Survey Method has been used for conducting the research.

POPULATION OF THE STUDY: The totality of objects or individuals regarding which inferences are to be made is known as population of the study. In the present study, all the students pursuing Sanskrit as a subject (Major Course and Pass Course) at the undergraduate level of Barpeta District have constituted of the population of the study. There are all total 37 colleges offering Sanskrit

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as a subject for Major Course as well as Pass Course under Gauhati University. Among these colleges, 7 affiliated provincialized colleges are there in Barpeta District having Sanskrit Departments under Gauhati University. In these 7 colleges, there are 366 students pursuing Sanskrit at undergraduate level (Major Course and Pass Course). Thus, the population of the study is comprised of 366 students. The information regarding total number of colleges and the number of students has been collected from the Office of Academic Registrar, Gauhati University.

SAMPLE OF THE STUDY: It is not always feasible to conduct the research on the whole population. Therefore, there is a necessity of selecting the sample of the study. Sample is regarded as representative of the population.

In the present study, the size of the sample is 110. The sample of the present study has been selected from all the 7 provincialized colleges under Gauhati University having Sanskrit Department in Barpeta District.

DESCRIPTION OF THE TOOLS OF THE STUDY: Considering the needs and objectives of the present study, the researcher has adopted the following tools:

1. Spiritual Intelligence Scale (SIS-MK) by Dr. K. S. Misra.
2. Emotional Intelligence Test (EIT-ZA) by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed.

STATISTICAL TECHNIQUES USED IN THE STUDY: After the administration of tools and techniques, the next process of study is the analysis and interpretation of the data. In order to arrange a large amount of data, the investigator needs to apply the statistical techniques. The investigator has used descriptive and inferential statistics in the present study for the analysis of data.

A. DESCRIPTIVE STATISTICS:

- i. Mean
- ii. Standard Deviation

B. INFERENCE STATISTICS:

- i. Two tailed t-test
- ii. Pearson's coefficient of correlation (r)

REVIEW OF RELATED LITERATURE ON SPIRITUAL INTELLIGENCE

- 1 **Angaello, J. & Chechi, V. (2019)** investigated the spiritual intelligence of senior secondary school students in relation to gender. The sample of the study consisted of 200 senior secondary students selected through convenient sampling technique. Spiritual Intelligence Scale (SIS) developed by Upinder Dhar was used to extract the findings of the study. The researcher executed Mean, S.D., Percentage and t-test for analyzing the gathered data. The results of the study revealed that 35% of senior secondary students have a high level of S.I., 27% of senior secondary students have a good level of S.I., 22.5% of senior secondary students have average S.I. and 15% of students have a poor level of S.I. Moreover, it was found that boy students have

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a high level of Spiritual Intelligence than girl students.

- 2 **Tamannaefar, M. & Panah, H.M. (2019)** examined the psychological effects of spiritual intelligence and creativity in happiness. The study aimed to find out the role of spiritual intelligence and creativity in happiness. The sample consisted of 414 high school students from Karaf city selected through Multistage Cluster sampling. King's Spiritual Intelligence Questionnaire and Abedi's Creativity Questionnaire were used by the investigator to collect the data. The findings of the research revealed that there was a significant correlation between creativity and happiness. Moreover, it was concluded that the components of S.I. and creativity are strong predictors of happiness.
- 3 **Hureen, W.S. & Khan, Z. (2018)** studied on Spiritual Intelligence among intermediate students about learning disabilities. The aim of the study was to find out the relationship between Spiritual Intelligence and learning disabilities of students. The sample of the study consisted of 116 intermediate students from Hyderabad city. Emotional Intelligence was measured by the king's standardized Spiritual Intelligence Self-Report Inventory (SISRI-24, 2008) whereas learning disability was measured by Smith's C (1997) test of disabilities. Data were analyzed through Mean, S.D., and Pearson correlation by using SPSS version 23.0. The finding of the study revealed a significant relationship between S.I. and learning disability among intermediate students.
- 4 **Jahagar, J. & Parray, A.M. (2018)** carried out a study on Spiritual Intelligence among secondary students in relation to gender and area. The aim was to study the S.I. of male-female and rural-urban secondary students. The sample of the study consisted of 300 students which was divided into two parts 150 males (75 rural & 75 urban) and 150 females (75 rural & 75 urban) from Jammu and Kashmir. The analysis of data was done through the Spiritual Intelligence Scale (SIS) standardized by K. Mishra (2014). The researcher adopted the descriptive survey method of research to conduct the study. To find out the result Mean, S.D., and t-test were employed for analyzing the data. The results of the study showed a significant difference in the S.I. between male-female and rural-urban students.
- 5 **Asalam, S. (2018)** conducted a study on Spiritual Intelligence and academic achievement of male and female secondary students. The study aimed to investigate the effect of Spiritual Intelligence on student's academic achievement. The sample of the study comprised 300 (150 male and 150 female) secondary school students. Spiritual Intelligence was measured by Spiritual Intelligence Self- Report Inventory developed by King (2008). Findings revealed that no significant difference between male and female secondary school students in Spiritual Intelligence and female students have better academic achievement than male students.

REVIEW OF RELATED LITERATURE ON EMOTIONAL INTELLIGENCE

1. **Chauhan, A. R. (2020)** studied Emotional Intelligence at secondary level students. The purpose of the study was to compare the Emotional Intelligence of male and female students. In this study, the non-Probability quota sampling technique was employed to collect the data. The sample comprised of 120 (60 Male and 60 Female) secondary level Students. The

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researcher used a balanced 2X2 factorial design. The data was gathered by the Emotional Intelligence Scale (EIS) standardized and developed by Hyde, Pethe, Dhar (2002) for measuring the data. Descriptive statistics and inferential statistics like Mean, S.D., and F-value was used to comparison among the variables of the study. The result of the study showed a significant difference in the Emotional Intelligence of male and female students. The conclusion of the study was that female students have high Emotional Intelligence than male students.

2. **Jenifer, N. (2019)** carried out a study to examine the relationship between Emotional Intelligence and Academic Achievements of female students related to some selected 23 dimensions. The sample of the study comprised of 540 students at the graduate level. Emotional Intelligence Scale developed by researcher (Self- constructed tool) was employed to study the Emotional Intelligence. The survey method was used to determine the relationship between the variables. The results of the study revealed a significant relationship between low and high academic achievers. Moreover, this study revealed no significant difference in E.I. concerning birth order, urban and rural areas.
3. **Raman, K. (2018)** examined the relationship between Emotional Intelligence and academic achievement of the students. The Descriptive survey method of research was adopted by the investigator for this study. The sample of the study carried out 300 girl students at higher secondary level selected by Random Sampling method of Krishna district, Andhra Pradesh. Emotional Intelligence was measured by Emotional Intelligence Inventory (2004) by S.K. Mangal and Shubhra Mangal. The results show Emotional Intelligence and academic achievements significantly related to one another. A positive correlation was found between E.I. and the academic achievement of students.
4. **Mali, A. & Kumar, P. (2017)** carried out a study on Emotional Intelligence at secondary level students concerning their socio-demographic variables. The Descriptive Survey method was used by the investigator for this study. The sample of the study was 100 secondary school students from Jammu and Samba District. Mangal Emotional Intelligence Inventory developed by S.K Mangal and Shubhra Mangal (2009) was employed to collect the data. Researcher executed Mean, S.D., Percentile, and t-value to analyze the data. The findings of the study revealed that male and female students were significantly different concerning their Emotional Intelligence and locality.
5. **Chaudhary, D. (2016)** conducted a study on Emotional Intelligence about academic stress and achievements. Four hypotheses were tested on a sample of 50 students. Experimental method was used to study the academic achievements, stress, and emotional intelligence of the students. Pethi & Upindar Dhar Questionnaire of Emotional Intelligence was used in the study. Findings of the study leads to the conclusion, that female student have a high level of Emotional Intelligence and Stress than male students. Moreover, academic achievements have more importance to determine the relationship between Emotional Intelligence and stress.

FINDINGS OF THE STUDY

The major findings obtained by the investigator on the basis of the analysis and interpretation of data are mentioned below-

FINDINGS OF OBJECTIVE NO. 1

- It is revealed that the maximum number of students i.e., **34.54%** have an average level of spiritual intelligence.
- **21.82%** of students are found to have above average level of spiritual intelligence.
- It has been found that **18.18%** of students have below average level of spiritual intelligence.
- **9.09%** of students are found to have low level of spiritual intelligence.
- It is also revealed that only **8.18%** of students have high level of spiritual intelligence.
- Again, the study reveals that **4.55%** of students have extremely low level of spiritual intelligence.
- It has been found that the minimum number of students i.e., **3.64%** have extremely high level of spiritual intelligence.

FINDINGS OF OBJECTIVE NO. 2

- The present study reveals that the maximum number of students i.e., **35.45%** have an average level of emotional intelligence.
- Again, it has been revealed in the present study that **20.91%** of students have above average level of emotional intelligence.
- On the other hand, **18.18%** of students are found to have below average level of emotional intelligence.
- Again, the study reveals that **11.82%** of students have low level of emotional intelligence.
- **7.27%** of students are found to have above high level of emotional intelligence.
- It is also revealed that **3.64%** of students have extremely high level of emotional intelligence.
- Lastly, the study shows that the minimum number of students i.e., **2.73%** have extremely low level of emotional intelligence.

FINDINGS OF OBJECTIVE NO. 3

- The analysis and interpretation of data have shown that there is a positive relationship between spiritual intelligence and emotional intelligence of the undergraduate students.
- The magnitude of the positive relationship is found to be of moderate correlation.
- The significance of the 'r' value is tested at both 0.05 level and 0.01 level. Accordingly, it is

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revealed that the calculated 'r' value 0.524 is greater than the critical values 0.195 and 0.254 (df is found to be 108) at both 0.05 level and 0.01 level respectively. Therefore, the stated null hypothesis has been rejected.

- Thus, a significant relationship between spiritual intelligence and emotional intelligence has been found. As such; the result shows that spiritual intelligence is positively and significantly correlated with emotional intelligence of the students.

The present study was planned to locate the level of spiritual intelligence and emotional intelligence of students pursuing Sanskrit at undergraduate level. In this regard, it is observed from the findings that the students have similar pattern of level of spiritual intelligence and emotional intelligence. In both the cases most of the students are found to have average level of intelligence. Equal number of students (18.82%) have below average level of spiritual intelligence and emotional intelligence. Furthermore; the 'r' value is found to be positive between spiritual intelligence and emotional intelligence where the magnitude is revealed as moderate.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

The future of a nation is primarily determined by the youths. Therefore, it is very important for students of this stage to have high level of spiritual and emotional intelligence. Because both spiritual and emotional intelligence are considered to be the foundation to lead a balanced and happy life. The present social situations compel to recognize the causes of the various challenges that the society is facing. It is evident that people are losing mental peace, moral values, social values, emotional control, spirituality, etc. which create obstacle to have satisfaction in life. In the contemporary social context, there is a tendency for committing suicide among youth because of mental health issues, usually associated with feelings of stress, self-doubt, pressure to succeed, financial uncertainty, disappointment, and confusion. They react very quickly, which leads them to get angry, impatient, irritable, hyperactivity, etc. which leads to suicidal cases. Thus, it is clearly apparent that there is lack of spiritual and emotional maturity which is associated with their spiritual intelligence and emotional intelligence.

The present study is important for those who are involved in the field of education, policymakers, teacher, student, parents, etc. It is abundantly clear that factors like course content and educational institutions have influence on the enrich students' spiritual and emotional intelligence.

The following are the implications of the present study-

- The study will help the teachers in realizing the importance of creating a healthy, positive and friendly environment sociable environment in the classroom in order to improve students' spiritual intelligence and emotional intelligence level.
- In order to make advancement of Spiritual Intelligence and Emotional Intelligence, the college teachers may play an important role to develop positive thinking, positive attitudes and values among students.

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- The teachers' knowledge about the students' level of spiritual intelligence and emotional intelligence will enable them to take necessary steps to provide opportunity for the upliftment of spiritual intelligence and emotional intelligence.
- In order to advance spiritual intelligence and emotional intelligence among students, teachers may conduct certain type of activities and program and encourage students to participate such as yoga activities, Scout and Guide, NSS and general life skill training program with a frequent time interval.
- Teachers may use effective teaching learning strategies which will motivate students to advance the levels of spiritual intelligence and emotional intelligence.
- This study has pointed out that in order to improve spiritual intelligence and emotional intelligence level among students, they need proper guidance and counseling from teachers in colleges which will help them to succeed in life.
- Undergraduate level students should be encouraged to recognizing the need for self-assessment to attain maturity in their spiritual aspects and emotional aspects.
- Different policies may be made available to all colleges so that they may have better opportunities to raise the level of students' spiritual and emotional intelligence.
- After knowing the level of spiritual intelligence and emotional intelligence of undergraduate students, curriculum should be planned and designed according to the students' needs and requirements of students.
- Colleges may organize seminar programmes related to the importance of spiritual intelligence and emotional intelligence.

CONCLUSION: Spiritual intelligence and emotional intelligence of an individual have been accepted as very significant in his/her life. Spiritual intelligence is a capability of a person by which he/she evaluates the deeper meaning of goodness as well as the purpose of life. On the other hand, emotional intelligence is the ability to make a person flexible about his/her difficulties. Emotional intelligence is the capability to perceive one's own emotion and other's emotions. So, here in the present study, investigator assessed both spiritual intelligence and emotional intelligence among undergraduate students.

As the present study also reveals that there is a positive correlation between spiritual intelligence and emotional intelligence, hence collaborative initiatives may be undertaken by adopted teaching methods, conducting general life-skill programs, proper college environment and conducting co-curricular activities, etc. for enhancement of spiritual intelligence and emotional intelligence at undergraduate level. The teachers, family members, administrators and policy makers should give importance in providing a proper atmosphere to increase students' potential related to spiritual intelligence and emotional intelligence. It is believed that with enriched spiritual intelligence and emotional intelligence, the students at undergraduate level may achieve success and face various

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challenges of life with a positive outlook.

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