

The relationship between Spiritual Intelligence and Academic Motivation among college students

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ABSTRACT

In the present paper, we analyze the relationship between spiritual intelligence and academic motivation in College students. For this purpose, the data was collected from the 100 respondents to the questionnaire from students of 18 to 26 years of age. SPSS 20 was used to calculate the Pearson Correlation of the data. Results of the research indicate a correlation between factors contributing to spiritual intelligence such as critical and essential thinking and transcendental awareness with the components of academic motivation such as intrinsic motivation and extrinsic motivation studied among the college population in the study.

KEYWORDS Motivation, Intelligence, Academic Performance, Consciousness, Spiritual Intelligence

Robert Emmons gave the theory of spiritual intelligence in the year 2000, it defined SQ as modifying spiritual information and using them to effectively solve everyday problems and attain goals. He originally put forward that there are 5 components of Spiritual intelligence:

- The capability to transcend into another state that is beyond the physical world.
- The ability to elevate their state of consciousness.
- The ability to find the source of strength and holiness in daily life experiences.
- The capability of using spiritual resources for problem-solving.
- The ability to be morally right and virtuous.

The journey of learning is a lifelong process and it is mainly influenced by our childhood and how we gradually and emotionally develop our understanding of the world. It is very necessary for us to understand the importance of emotional and spiritual values which affect the needs of the student in their academic life. Education affects not only how the individual's career develops but also the growth and development of a person overall.

II. MATERIALS AND METHOD

For the current study, a sample size of 100 students were used along with two standardized tools used for data collection for the purpose of this study. Spiritual Intelligence Self-Report Inventory (SISRI-24)

The spiritual intelligence self-report inventory consists of 24 items, it has been developed by David King in the year 2008. It measures two kinds of abilities and two kinds of skills: the critical existential thinking of a person, the transcendent awareness of a person, the ability

I. INTRODUCTION

The theories on motivation are generally based on assumptions about human nature. Motivation can be divided into three categories: motivation, extrinsic motivation and intrinsic motivation. Motivation is usually negatively related to academics it is the lack of motivation and the person's inability to assess the situation and sense the consequences of their actions. Motivation usually takes place when an individual is unable to get positive feedback for there has felt even after giving it their best. Intrinsic motivation is very central to the nature of our being. It gives us a need for competence and self-determination. Intrinsic motivation drives our behaviour and psychological processes towards achieving a goal. The most autonomous form of extrinsic motivation is integrated regulation. Integrated regulation occurs after identification is assessed and draws a parallel with personally validated values, goals and the needs of the self.

of personal meaning production of an individual and lastly how much the person has of conscious state expansion. The scale uses a 5-point Likert scale.

Academic Motivation Scale (AMS-C 28)

The academic motivation scale (College version) was first developed by Robert J. Vallerand and Luc G. In the year 1993 it consists of 28 items. These 28 items have been subdivided into seven subscales that assess three types of intrinsic (to know, to accomplish things and to experience stimulation) and extrinsic motivation (regulation, introjected and identified) and the last one measures motivation. The original scale was developed in French and later on translated into English. The English version of the scale has a satisfactory internal consistency (0.81) and temporal stability (test-retest correlation=.79). The scoring of the scale is done on a 7-pointer Likert scale.

III. DISCUSSION

The aim of the study was to analyze the relationship between spiritual intelligence and academic motivation in College students. For which the research design was chosen as a non-experimental quantitative design using correlation. A sample of 100 college students was chosen for the purpose of this study in which students from different colleges and universities participated. SPSS 20 was used to calculate the Pearson Correlation of the data. The results are tabulated and interpreted below.

The following is used to define the elementary features of the data in a study. It provides a small descriptive summary of the samples and the measures done on a study, combined with several graphic analyses, it forms a chief element of almost all quantitative data analysis.

Table 1.1 Showing descriptive statistics of Spiritual intelligence (N=100)

	Mean	Std. Deviation
Critical existential thinking	16.46	5.034
Personal meaning production	10.83	3.895
Transcendental awareness	18.25	5.058
Conscious state expansion	9.61	4.104
Spiritual Intelligence	55.15	14.944

Table 1.2 Showing descriptive statistics of Academic Motivation (N=100)

	Mean	Std. Deviation
Intrinsic motivation to know	20.19	4.707
Intrinsic motivation to accomplish things	16.41	5.492
Intrinsic motivation to experience stimulation	17.20	5.245
Extrinsic motivation identified	18.77	5.083
Extrinsic motivation introjected	14.32	6.633
Extrinsic motivation emotional regulation	18.54	5.387
Amotivation	10.14	5.988
Academic Motivation	115.57	25.492

As per table 1.1 the mean value of the subdivisions of Spiritual intelligence is: 16.46 for Critical existential thinking, 10.83 for Personal meaning production, Transcendental awareness have a mean of 18.25 while mean of Conscious expansion state is 9.61. The standard deviation of the following categories is: 5.03 for Critical existential thinking, for Personal meaning production it is 3.89, Std. deviation for Transcendental awareness has been computed as 5.05 and the conscious expansion state has a value of 4.1 standard deviations. The mean and standard deviation of Spiritual intelligence is 55.15 and 14.94 respectively.

Findings indicate that there is a significant positive correlation between spiritual intelligence and academic motivation among college students. The results reveal that having a higher consciousness or the capability of perceiving many realities and the ability to stay focused helps the motivational drive of a student especially the intrinsic motivation of a student in academics such as enjoying the learning or performing tasks for the sake of satisfaction. The result also reveals that while extrinsic motivation introjected and external regulation doesn't correlate with most of the factors that come under spiritual intelligence, identified regulation has a strong correlation with the many aspects of spiritual intelligence.

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