



## RELATIONSHIP OF SPIRITUAL VALUES WITH COGNITIVE CAPABILITIES, EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT: SCHOOL TYPE INFLUENCES

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### Abstract

The present study was undertaken to find out the relationship of spiritual values with cognitive capabilities, emotional intelligence and academic achievement of adolescents and influence of school type. A sample of 82 students from different Government and private schools in Hamirpr district of Himachal Pradesh was taken. Spiritual values were assessed with the help of Spiritual Values Scale by Nazam, Hussain, and Khan(2015), cognitive abilities were assessed by Cognitive Capabilities Test (prepared by the researcher), emotional intelligence was assessed with the help of Emotional Intelligence Scale developed by Singh and Narain (2014). Academic achievement scores were taken from the school records. The results revealed that there exists a significant relationship between spiritual values and memory, executive function and creativity dimensions of cognitive capabilities; understanding motivation, and empathy dimensions of emotional intelligence; and academic achievement. In addition to this significant differences were reported in academic achievement of Government and private school students. Private school students were reported to have better academic achievement than Government school students. While no differences were reported in Government and private school students on the variables cognitive capabilities and emotional intelligence.

**Keywords:** Spiritual values, Cognitive abilities, Emotional intelligence, Academic Achievement, adolescents



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### Introduction

The erosion of values is a great challenge to modern education system and intelligentsia. Etymologically, values mean something that is valuable. Values have been classified into: personal, social, moral, cultural, essential, and institutional (Sharma & Katoch, 2007). However, Sharma and Katoch did not enlist spiritual values. As happiness, fear, anger, affection, shame surprise, love, sadness matters in one's life; similarly presence and absence of spiritual values like charity, compassion, justice, humility, goodness, sincerity, truthfulness have effect in a person's life. Values guide one's thoughts, direct one's behavior, and shape one's personality (Nazam, Hussain & Khan, 2015, p.3). Lack of values in a person may lead

to undesirable and anti-social behavior. However there is dearth of researches that show how values are related to different physiological and psychological variables. Some of the researches have thrown light on how values are correlated to different physiological, psychological variables and academic achievement. Association between general cognitive ability and violent criminal behavior has been confirmed by Fresil, Pawaitan & Langstrom(2012). Karikui and Williams(2006) found no relationship between character traits and emotional intelligence. Contrary to this, Higgs & Leichtenstein (2011) reported significant relationship between emotional intelligence and Malsovian values. Fries, Schmid & Hofer (2006) found that school grades were affected by value orientation. The special relationship between values and different learning approaches was tested and confirmed by Matthews, Lietz and Darmawan (2007). Adding to this, Tarabashkina & Leitz (2011) confirmed that different types of values were associated with different learning approaches. Different sets of values were found related to individual learning approach. Not only this, these relationships were found consistent over the years. Kanika (2016) also confirmed a significant relationship between values and academic achievement of adolescents. Pany (2015) found no differences in creative thinking between Government and private school students. Rathi (2015) found that Government and private school adolescents differ significantly in emotional intelligence. Singh (2015) reported significant differences between Government and private school teachers for emotional intelligence. Singh (2013) revealed that there exists a significant difference between Private and Government School students on academic achievement. In addition to this it was also found that significant difference between the school-wise academic achievement at the High School Leaving Certificate Examination between Government and Private Schools.

Cognitive capabilities, emotional intelligence and academic achievement are crucial factors that play a decisive role in shaping the career of a person. The researcher could find only a handful of studies that could reflect how spiritual values affect cognitive abilities, emotional intelligence and academic achievement. Since, spiritual values have been scantily explored by the researchers. So in the present research, the researcher has tried to explore the relationship among spiritual values, cognitive abilities, emotional intelligence and academic achievement of adolescents. Moreover, the influence of school type (private and Government) will also be explored.

## **Method**

The sample consisted of 82 adolescents of Government and private schools aged 13-15 (M=13.86, SD=1.04). Participants were recruited voluntarily to Rajyoga Meditation Intervention. The assessment of spiritual values was done with the help of Spiritual Values Scale prepared by Nazam, Hussain and Khan(2015), cognitive capabilities with the help of Cognitive Capabilities Test prepared by the researcher herself, and emotional intelligence with Emotional Intelligence Scale by Singh and Narain(2014). In addition to this, academic achievement scores were taken from the school authorities.

### **Research Questions**

This study was carried out to find an answer to following research questions:

1. Is there any relationship between spiritual values and cognitive capabilities, emotional intelligence, and academic achievement of adolescents?
2. Is there any influence of school type on cognitive capabilities, emotional intelligence, and academic achievement of adolescents?

### **Objectives**

This study was done to explore following objectives:

1. To find out relationship between spiritual values and cognitive capabilities of adolescents.
2. To find out relationship between spiritual values and following dimensions of cognitive capabilities of adolescents. :
  - a) Memory
  - b)Attention
  - c)Executive Function
  - d) Creativity
3. To find out relationship between spiritual values and emotional intelligence of adolescents.
4. To find out relationship between spiritual values and following dimensions of emotional intelligence of adolescents. :
  - a) Understanding emotions
  - b) Understanding motivation
  - c) Empathy
  - d) Handling relations
5. To find out relationship between spiritual values and academic achievement of adolescents.

6. To find out the difference between adolescents studying in Government schools and private schools with reference to cognitive abilities, emotional intelligence and academic achievement of adolescents.

### **Hypotheses**

This study was carried out to test following hypotheses:

1. There will be no relationship between spiritual values and cognitive abilities of adolescents.
2. There will be no relationship between spiritual values and cognitive abilities of adolescents with reference to following dimensions:
  - a) Memory
  - b) Attention
  - c) Executive Function
  - d) Creativity
3. There will be no relationship between spiritual values and emotional intelligence of adolescents.
4. There will be no relationship between spiritual values and following dimensions of emotional intelligence of adolescents:
  - a) Understanding emotions
  - b) Understanding emotions
  - c) Empathy
  - d) Handling relations
5. There will be no relationship between spiritual values and academic achievement of adolescents.
6. (a) There will be no difference in cognitive capability of adolescents studying in private schools and adolescents studying in Government Schools.  
(b) There will be no difference in emotional intelligence of adolescents studying in private schools and adolescents studying in Government Schools.  
(c) There will be no difference in academic achievement of adolescents studying in private schools and adolescents studying in Government Schools.

**Analysis and Interpretation**

**Hypothesis 1:** This is evident from Table 1 that the value of Karl Pearson’s coefficient of correlation for spiritual values and cognitive capabilities is 0.268. The level of significance is less than 0.01. This indicates that there is positive, significant and moderate correlation between spiritual values and cognitive capabilities of adolescents. Hence hypothesis 1 is rejected.

**Table 1: Karl Pearson’s Coefficient Of Correlation Between Spiritual Values And Cognitive Capabilities ( With Dimensions)**

|  | COGNITIVE<br>CAPABILITI<br>ES | MEMOR<br>Y | ATTENTIO<br>N | EXECUTIV<br>E<br>FUNCTION | CREATIVI<br>TY |
|--|-------------------------------|------------|---------------|---------------------------|----------------|
| PEARSON<br>CORRELATI<br>ON WITH<br>SPIRITUAL<br>VALUES | 0.268                         | 0.311      | 0.065         | 0.211                     | 0.327          |
| SIG.(2-<br>TAILED)                                     | .008                          | .002       | .529          | .038                      | 0.001          |
| N  | 82                            | 82         | 82            | 82                        | 82             |

**Hypothesis 2:** This is evident from Table 1 that the value of Karl Pearson’s coefficient of correlation for spiritual values and memory, attention, executive function and creativity dimension of cognitive capabilities is 0.311, 0.065, 0.211 and 0.327 respectively. The level of significance is less than 0.01. The level of significance for memory and creativity is less than 0.01 and in case of executive function; this value is less than .05. This value is not significant for attention dimension of cognitive capability. This indicates that there is positive, significant and moderate correlation between spiritual values and memory, executive function and creativity dimension of cognitive capabilities of adolescents. In addition to this, there was no correlation between spiritual values and attention dimension of cognitive capability. The correlation between spiritual values and memory, executive function and creativity dimension of cognitive capabilities of adolescents was positive. Moreover, the value of correlation between spiritual values and memory, and creativity dimension of cognitive capabilities of adolescents was of moderate degree and this value for executive function is low. Hence hypothesis 2(a), (b), and (d) is rejected, while hypothesis 2(c) is accepted.

**Hypothesis 3:** This is evident from Table 2 that the value of Karl Pearson’s coefficient of correlation for spiritual values and emotional intelligence is 0.242. The level of significance

is less than 0.05. This indicates that there is positive, significant and mild correlation between spiritual values and emotional intelligence of adolescents. Hence hypothesis 3 is rejected.

**Table 2: Karl Pearson’s Coefficient Of Correlation Between Spiritual Values And Emotional Intelligence (With Dimensions)**

|   | EMOTIONAL INTELLIGENCE | UNDERSTANDING EMOTIONS | UNDERSTANDING MOTIVATION | EMPATHY | HANDLING RELATIONS |
|---|------------------------|------------------------|--------------------------|---------|--------------------|
| PEARSON CORRELATION WITH SPIRITUAL VALUES | 0.242                  | -0.100                 | 0.302                    | 0.229   | 0.050              |
| SIG.(2-TAILED)                            | 0.017                  | 0.330                  | 0.003                    | 0.024   | 0.627              |
| N   | 82                     | 82                     | 82                       | 82      | 82                 |

**Hypothesis 4 :** This is evident from Table 2 that the value of Karl Pearson’s coefficient of correlation for spiritual values and understanding emotions, understanding motivate on, empathy and handling relations dimension of emotional intelligence is -0.100, 0.302, 0.229, and 0.050 respectively. The level of significance is less than 0.01 only for understanding motivation dimension of emotional intelligence. The level of significance for empathy dimension of is less than 0.05. This value is not significant for understanding emotions and handling relations dimension of emotional intelligence. This indicates that there is positive, significant and moderate correlation between spiritual values and understanding motivation dimension of emotional intelligence. In addition to this, there is positive, significant and weak correlation between spiritual values and empathy dimension of emotional intelligence. Furthermore, there is no correlation between spiritual values and understanding emotions and handling relationship dimensions of emotional intelligence. Hence hypothesis 4(a) and (d) is accepted, while hypothesis 2(b), and (c) is rejected.

**Hypothesis 5:** This is evident from Table 3 that the value of Karl Pearson’s coefficient of correlation for spiritual values and emotional intelligence is 0.290. The level of significance is less than 0.01. This indicates that there is positive, significant and moderate correlation between spiritual values and academic achievement of adolescents. Hence hypothesis 5 is rejected.

**Table 3: Karl Pearson’s Coefficient Of Correlation Between Spiritual Values And Academic Achievement**

|   | ACADEMIC ACHIEVEMENT |
|---|----------------------|
| PEARSON CORRELATION WITH SPIRITUAL VALUES | 0.290                |
| SIG.(2-TAILED)                            | 0.004                |
| N   | 82                   |

**Hypothesis 6:** The values of mean, S.D., df and t for hypothesis 6 is given in Table 4 below. t value for cognitive capability is 0.350 for Government and private school students. These values are not significant at 0.05 level. Hence, null hypothesis 6(a) is accepted.

**Table 4: Mean, S.D., And T-Values Dimensions Of Cognitive Capabilities, Emotional Intelligence And Academic Achievement Of Adolescents With Reference To Type Of School**

| Sr. No | Variable               | Type of School | N  | Mean   | SD      | df | ‘t’ Value | Significant/ N.S.  |
|--------|------------------------|----------------|----|--------|---------|----|-----------|--------------------|
| 1      | Cognitive Capability   | Private        | 41 | 214.22 | 35.49   | 81 | 0.350     | NS                 |
|        |                        | Government     | 41 | 211.31 | 38.63   |    |           |                    |
| 2      | Emotional Intelligence | Private        | 41 | 19.32  | 3.60940 | 81 | 0.94      | NS                 |
|        |                        | Government     | 41 | 19.96  | 3.07749 |    |           |                    |
| 3      | Academic Achievement   | Private        | 41 | 316.04 | 105.28  | 81 | 5.96**    | Sig. at 0.01 level |
|        |                        | Government     | 41 | 195.78 | 96.49   |    |           |                    |

Further, t value for emotional intelligence is 0.94 for Government and private school students. This value is not significant at 0.05 level of significance. Hence, null hypothesis 6(b) is accepted.

Moreover, t value for academic achievement is 5.96 for Government and private school students. This value is not significant at 0.05 level of significance. Hence, null hypothesis 6(c) is rejected.

### Conclusions

1. It was found that spiritual values have significant ( $< .01$ ), positive and moderate correlation with cognitive capabilities. In case of dimensions of cognitive capabilities and memory and creativity were reported to have significant, positive and moderate correlation with spiritual values. Mild, significant ( $<.05$ ) and positive correlation was

found with executive function dimension of cognitive capabilities. While for attention dimension of cognitive capabilities no correlation was found with spiritual values.

2. In case of emotional intelligence, mild, significant ( $< .05$ ) and positive correlation was found with spiritual values. The results indicated a significant ( $< .01$ ), positive and moderate correlation of understanding motivation dimension of emotional intelligence with spiritual values. A mild, significant ( $< .01$ ) and positive correlation of spiritual values was reported with empathy dimension of emotional intelligence. Moreover, no correlation was found between spiritual values and understanding emotions and handling relations dimension of emotional intelligence.
3. For academic achievement the results indicated a significant ( $< .01$ ), positive and moderate correlation with spiritual values.
4. There were no influences on cognitive capability and emotional intelligence of school type; whereas academic achievement of adolescents studying in private schools was significantly better than the adolescents studying in Government schools.

### **Educational Implications**

1. Spiritual values like compassion, courage, forbearance, love, sincerity etc. have been ignored for a long time from educationists due to lack of researches on the relationship of these values with different variables. This study has thrown a light on the relationship between spiritual values and cognitive capabilities and its different dimensions, emotional intelligence and its dimensions and academic achievement. This will help the teachers, parents, planning bodies and administrative bodies to frame policies to inculcate spiritual values among students.
2. The results of this study will highlight the importance of spiritual values in the life of an individual.

### **Suggestions for further research**

1. This study was carried on a small sample. Similar study can be done on a larger sample.
2. This study was carried on adolescents. Similar study can be done on primary school students, college students and university students.
3. This study was done at Hamirpur district of Himachal Pradesh. Similar studies can be done in other districts of Himachal Pradesh and in other states. In addition to this, this study can be replicated in other countries also.

4. This study was carried on to find out relationship of spiritual values with cognitive capabilities, emotional intelligence and academic achievement. This study can be replicated to trace the relationship of spiritual values with other important variables.

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