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Effect of Spiritual Intelligence on Emotional Intelligence of Female Undergraduate Students

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Abstract

The purpose of this study was to determine the effect of spiritual intelligence on emotional intelligence in female undergraduate students of educational science and psychology of Payame Noor University of Sari. In this research, the correlation method has been used. Data were collected using the 4-scale Schutte emotional intelligence questionnaire and 4-scale spirituality questionnaire (SQ). The findings showed that spiritual intelligence does not affect emotional intelligence. In conclusion, the importance of spiritual beliefs in life has no effect on the emotional intelligence of students.

Keywords: Intelligence, spiritual, emotional, undergraduate, students.

Efecto de la inteligencia espiritual en la inteligencia emocional de estudiantes universitarias

Resumen

El propósito de este estudio fue determinar el efecto de la inteligencia espiritual sobre la inteligencia emocional en estudiantes universitarias de ciencias de la educación y psicología de la Universidad Payame Noor de Sari. En esta investigación, se ha utilizado el método de correlación. Los datos se recopilaron utilizando el cuestionario de inteligencia emocional Schutte en 4 escalas y el cuestionario de espiritualidad en 4 escalas (SQ). Los hallazgos mostraron que la inteligencia espiritual no afecta la inteligencia emocional. En conclusión, la importancia de las creencias espirituales en la vida no tiene ningún efecto en la inteligencia emocional de los estudiantes.

Palabras clave: inteligencia, espiritual, emocional, licenciatura, estudiantes.

1. INTRODUCTION

After the introduction of multiple intelligences by Gardner, the concept of spiritual intelligence emerged (Hatami, 2010; Moradi & Imani, 2018). At the same time, the term spiritual intelligence was also mentioned. In 1985, one of the books used the term spiritual intelligence, the author stated: referring to the light of spiritual intelligence that Jesus Christ showed, Jesus said that I am the light of the world, however, the source is purely related to the Bible and does

not refer to other behavioral practices. Erickson, the traditional theorist of identity, considered both the individual (internal) and the social (external) dimensions of identity, thus attempting to eliminate the boundary between psychology and sociology. He has raised the concept of my identity in a number of his writings, which has been based on one or more aspects in relation to the purpose of the time have compiled these aspects in the following list.

Spiritual intelligence, sometimes also translated as spiritual ability, is an intelligence that comes after intellectual and emotional intelligence. Rita et al. (2009) in their book, entitled *Spiritual Intelligence*. According to Rita et al. (2009), the difference between spiritual intelligence and emotional intelligence is in their changing power. Emotional intelligence allows individuals to decide in specific circumstances and to have a broader operating range in that situation. While spiritual intelligence allows individuals to ask themselves if they want to be in that situation or not? Do they prefer to change the situation or they want to correct it? (Vakili & Mahmoudi, 2017; Ameen et al, 2018).

The term emotional intelligence was first introduced in the 1990s by two psychologists, John Mayer and Peter Salovey. They stated that those with emotional intelligence can control emotions of themselves and others, distinguish between positive and negative outcomes of emotions, and use emotional information to guide the process of personal thinking and actions. Daniel Goleman expert in

behavioral sciences and author of *Working with Emotional Intelligence* was the first to introduce this concept to the organization field. Goleman considers emotional intelligence as a talent, skill or ability that deeply encompasses all individual ability. Bradberry & Jean (2014) considers emotional intelligence a different kind of intelligence, which includes recognizing) our own emotions and metaphorizing it to make good decisions in life (Steve, 2007).

In the book of *Emotional Intelligence for Everybody*, considers emotional intelligence as the recognition of what makes us feel good and bad inside and how to get from bad emotions to good emotions. Salovey and Mayer presented a more complex revised definition of emotional intelligence. In this definition, four dimensions are considered for this structure: 1- Feeling and expressing emotions, 2- Facilitating thinking by emotions, 3- Understanding and analyzing emotions, and 4- adjustment and revision of emotions.

According to this definition, it is possible to state expressing emotion in oneself and others, understanding these emotions and managing them as central adequacies involve in emotional intelligence. Goleman considers emotional intelligence as the ability to arouse self-sustainability in times of failure, and the ability to control sudden impulses and desires to delay emotions. Mayer and Salovey have studied emotional intelligence under three meanings: Dropping and satisfying tendencies, the ability to regulate mental states and

future person's mental health are the ability of emotional intelligence (Indriastuti, 2019; Escalera Chávez et al., 2019).

Definition of keywords

Intelligence: Intelligence is the balance of all the Consecutive compassionate talents of the type of emotion and movement, and the cognitive and acquired forces, as well as all the absorbing exchanges and adaptation conducted between the object and the environment. **Emotional Intelligence:** Emotional Intelligence is the ability to control your emotional tendencies, to understand the most private emotions of others, calm and measured behavior in human relationships with others, self-restraint, passion, enthusiasm and perseverance (Salimifar, 2005).

Spiritual Intelligence: Spiritual Intelligence is a collection of mental capacities about non-material aspects of facts, in particular, the facts that relate to the existential nature of man, beyond, and higher levels of self-consciousness, the realization of these capacities is the ease of solving the problem and overcoming the problems.

2. METHOD

This research is based on descriptive, survey and correlation methods. 32 female students were selected as samples by simple random method. In this research, the correlation method has been used. Data were collected using the 4-scale Schutte emotional intelligence questionnaire and 4-scale spirituality questionnaire (SQ). For descriptive statistics, descriptive statistics indicators tables including mean, standard deviation, and minimum and maximum of skewness and Kurtosis coefficients were used. Pearson correlation coefficient and step-by-step regression were used for inferential analysis and testing of research hypotheses (Yang et al., 2019; Soo et al., 2019; Mondelo et al., 2017).

3. FINDINGS

Statistical data tables will be presented in two levels: a) descriptive, and b) inferential.

A) Descriptive data

Factor	Mean	Standard deviation	Variance
Spiritual intelligence	1.814	0.471	0.22
Self-awareness	1.828	0.5527	0.278
The Importance of Spiritual Beliefs	1.914	0.668	0.446
Spiritual activity	1.93	0.586	0.344

Spiritual needs	1.68	0.503	0.253
Optimism	3.606	0.421	0.177
assessment of emotions	3.465	0.419	0.176
social skill	3.463	0.460	0.212
Emotional application	3.438	0.558	0.311

Table 1: Descriptive statistical data

In the Schutte emotional intelligence questionnaire between 32 people, the Cronbach's alpha of $\alpha = 0.770$ has obtained, and in the spirituality questionnaire, Cronbach's alpha of $\alpha = 0.924$ has obtained.

B) Inferential data:

Main hypothesis

Determining the effect of spiritual intelligence on emotional intelligence of female undergraduate students in educational science and psychology Payame Noor University of Sari. We used the Pearson correlation coefficient to evaluate the effect of spiritual intelligence on emotional intelligence. Results are reported as follows.

	Number	Pearson coefficient	Significant level
The effect of spiritual intelligence on emotional intelligence	32	-0.318	0.076

Table 2: Evaluating the effect of spiritual intelligence on emotional intelligence

Considering that the significant level of the above table (0.776) was higher than 0.05, so the hypothesis is rejected. That is, spiritual intelligence has no effect on emotional intelligence.

Secondary hypotheses

First hypothesis: The level of self-awareness affects students' emotional intelligence.

	Number	Pearson coefficient	Significant level
The effect of self-awareness on emotional intelligence	32	-0.162	0.377

Table 3: Evaluating the effect of self-awareness on emotional intelligence

Considering that the significant level of the above table (0.377) was greater than 0.05, so the hypothesis is rejected.

Second hypothesis

The importance of spiritual beliefs in life affects students' emotional intelligence.

	Number	Pearson coefficient	Significant level
The effect of beliefs on emotional intelligence	32	-0.318	0.76

Table 4: Evaluating the impact of the importance of beliefs on emotional intelligence

Considering the significant level of 0.76 is more than 0.05, this hypothesis is rejected.

Third hypothesis

The amount of spiritual activity affects students' emotional intelligence.

	Number	Pearson coefficient	Significant level
The effect of spiritual activity on emotional intelligence	32	-0.365	0.043

Table 5: Evaluating the effect of spiritual activity on emotional intelligence

According to the above table, there is a significant level ($\alpha < 0.05$) that indicates that spiritual activity has an effect on emotional intelligence, and given the fact that Pearson coefficient is negative, therefore, this effect is reverse.

Significant level	F	Mean squares	Degrees of freedom	Sum of squares	
0.043	4.474	0.387	(1, 31)	0.387	Regression

Table 6: Calculations of the parameters of the regression line equation

Significant level	t	Standard deviation	B	
0.043	-2.115	0.090	-0.191	Spiritual activity

Table 7: Calculations of the slope of the regression line equation

Given the above table information, the regression line equation is as follows. $y = 3.882 - 0.191$

The fourth secondary hypothesis

The amount of spiritual needs affects emotional intelligence.

	Number	Pearson Coefficient	Significant level
The effect of spiritual needs on emotional intelligence	32	-0.406	0.021

Table 8: Evaluating the effect of spiritual needs on emotional intelligence

According to the obtained data, a significant level ($\alpha < 0.01$) was obtained, which indicates the effect of spiritual need in emotional intelligence, and given the fact that Pearson coefficient is negative, therefore, this relationship is reverse.

Significant level	F	Mean squares	Degrees of freedom	Sum of squares	
0.021	6.236	0.514	(1, 31)	0.514	Regression

Table 9: Calculations of the parameters of the regression line equation

Significant level	t	Standard deviation	B	
0.021	-2.497	0.103	-0.256	Spiritual need

Table 10: Calculations of the slope of regression line equation

4. DISCUSSION & CONCLUSION

The results of this study on the effect of spiritual intelligence on emotional intelligence in female undergraduate students of educational science and psychology of Payame Noor University of Sari showed that spiritual intelligence does not affect emotional intelligence. The level of self-awareness had no effect on students' emotional

intelligence. Also, the importance of spiritual beliefs in life had no effect on students' emotional intelligence. The level of spiritual activity had also a reverse effect on the emotional intelligence of students. The number of spiritual needs also had a reverse effect on emotional intelligence.

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