

RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND STUDENT ENGAGEMENT

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ABSTRACT

The present research investigated the relationship between Spiritual Intelligence (SI) and Student Engagement (SE) and the impact of SE factors on Student Engagement among graduating students. The study has considered Four factors of Spiritual Intelligence to assess SI and Five factors of Student Engagement to analyze SE using the scales, Spiritual Intelligence Self Report Inventory (SISRI) developed by D.B. King (2008) and Kember and Leung (2009) version of the SEQ for collecting primary data from 200 Graduating Students and 120 responses were obtained. The data was assessed using Bi-variate Analysis and Structural Equation Model using SPSS software. The results found weak relationship between SI and SE. Student-Student relationship (S-SR) showed high positive impact on Student Engagement (SE) which is validated by **Zepke, N., and Leach, L. (2010)¹**.

Key words: Spiritual intelligence, Student engagement, Graduating students, Relationship, Factors

INTRODUCTION

Scientific advancement has enhanced our comprehension of the outside world, while just gazing the surface of man's inner world. A significant movement in the conceptual paradigm of education is taking place, from viewing the world mechanically to a new paradigm mediating our knowledge of the world via language, beliefs, values, and ways of being. This new paradigm reconnects us with our Spiritual Intelligence (SI). As a consequence of combining intellect with spirituality, the word and notion of spiritual intelligence evolved.

Spirituality is the awareness of one's finest spiritual traits and attributes, whereas SI is the manifestation of the intrinsic spiritual qualities via one's own ideas, attitudes, and behaviours. Spiritual intelligence is regarded as one of most important intelligences by researchers because it's power to influence change in individuals, communities, and civilizations is truly unimaginable. Thus, developing Spiritual Intelligence in humans helps adopting a positive viewpoint, obtaining inner serenity, and achieving outward success in life. Spiritual Intelligence stresses living a life with meaning and purpose. It situates our actions and lives in a broader and more meaningful framework, and it serves as a springboard for development and change.

Spiritual intelligence is needed for making judgement involving spiritual decisions which brings psychological well-being and healthy human development in general, resulting in meaningful and purposeful activities. The advancements in scientific and technological world have led to the material progress of society without accompanying spiritual development Such lopsided growth distorts the realm of factual reality.

SQ is a capability as ancient as humans, although the idea was first properly developed in the 1990s. Academics have struggled with Spiritual Intelligence since present science is incapable of studying things that cannot be objectively quantified. Scientists have already completed the majority of the fundamental research exposing the neuronal roots of SQ in the brain, but the dominant IQ paradigm has cast a shadow over their own results. However, in this work, the researcher attempted to explore the role of Spiritual intelligence on student engagement among graduating students

Student Engagement is the extent of attention, curiosity, enthusiasm, optimism, and passion students show while they learn or they are being taught. It includes the level of motivation they have towards study and succeed in their educational endeavor.

Hu and Kuh (2001, 3) define engagement as the level of effort students spend in educationally meaningful activities that directly contribute to desired outcomes.

Dimensions of engagement

Engagement goes beyond involvement or participation. It is spending extra discretionary efforts to accomplish a task; engagement necessitates emotions and making a sense of belonging, in addition to action (see Harper and Quaye, 2009a, 5). Although concentrating

on school level involvement, Fredricks, Blumenfeld, and Paris (2004, 62-63), relying on Bloom (1956), define three elements of student engagement explored below:

1. **Behavioural:** Students at this level often adhere to behavioural standards such as attendance and do not display disruptive or negative behaviour.
2. **Emotional:** Students here show emotional responses such as curiosity, enthusiasm, pleasure, and a sense of belonging to group or class.
3. **Cognitive:** Students are involved in study or activities, show willingness to go above and beyond the standards, and enjoy taking up a challenge.

These behavioural, emotional, or cognitive dimension shows a 'positive' and a 'negative' pole and symbolise a different kind of engagement, separated by a non-engagement gulf (withdrawal, or apathy). As a result, one may interact in either a good or negative manner along each dimension. The table1, indicate the following:

Table 1. Positive, Negative and Non-Negative Engagement

Dimensions	Positive engagement	Non-engagement	Negative engagement
Behavioural	Attending classes or lectures, participating with enthusiasm	Skipping classes or lectures without any prior permission	Boycott and picketing, disrupting classes or lectures
Emotional	Showing interest	Showing boredom	Showing rejection
Cognitive	Meeting or exceeding assignment submission requirements	Delay in submitting assignments or remaining absent	Redefining parameters in submitting assignments

Source: <https://www.heacademy.ac.uk/system/files/studentengagementliteraturereview>

REVIEW OF LITERATURE

Paul Denny (2013): The researcher has provided the results of a large-scale (n > 1000) randomised, controlled experiment designed to assess the effect of implementing a badge-based accomplishment system into an online learning tool. The author found a very substantial beneficial influence on the number of contributions of students without a proportionate decline in quality, as well as the quantity of time students spent using this tool. Students preferred earning badges and had expressed a significant predilection for having them visible in their user interface.

Morteza Charkhabi (2014): This experimental research was held to examine the effect of Spiritual Intelligence training on the mental health in Iranian students. The results supported the idea that Spiritual Intelligence training impacts mental health. This new psychological and religious construction reduces psychological catastrophes and enhance the levels of mental health in students.

Leyla Nobari (2014): This research was carried out at Payam-E-Noor University's Kaleibar branch. Deductive and descriptive statistical techniques were used to examine the data resulting from the collected questionnaires, and column diagrams were utilised to present certain statistical data, and Pearson correlation coefficients were employed in the deductive level to test the study hypothesis. According to the findings, SI dimensions are substantially and strongly connected to the Quality of Life of Students.

Kushwaha (2014): The study was done on potential teachers in order to assess their Spiritual Intelligence in connection to their gender, caste, and socioeconomic status. The findings revealed no significant difference in the mean scores of Spiritual Intelligence among male and female instructors. When compared to OBC and SC prospective teachers, the GEN prospective teachers scored higher on the Spiritual Intelligence Scale. The socioeconomic status of prospective teachers has little effect on Spiritual Intelligence.

Mohammad Bakhshi (2016): The research held to debunk the idea of Spiritual Intelligence and its significance in education. Finally, its importance in education has been revealed. The results have implications for language instruction in particular, as well as for education in general.

Meena Sehga (2016): The study explored the influence of Spiritual Intelligence among teenagers in the current research gave an understanding into the outline of spiritually intelligent adolescents. Spirituality, Gratitude, Self-control, Love, Bravery, Curiosity, and Critical thinking are examples of character qualities helps teenagers to engage effectively. The findings of this research revealed to promote activities for enhancing Spiritual Intelligence and its growth also by including competency building activities and coping methods to engage better.

Tarun Kumar Singhal (2017): The study explored Spirituality at work and uncovered the aspects promoting educator performance and institutional effectiveness. This study discussed characteristics of potential wellness and the prerequisites of bringing spirituality into the workplace, as well as recommendations for instructors to positively include Spirituality in institutions.

Tulna Awasth (2018): The study examined spirituality at work and uncover how it promotes performance of educator and institutional effectiveness. The research helped to understand the importance of spirituality to instructors as it boosts their self-efficacy.

Nasir (2018): The study determined the impact of Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) on student outcomes (SO) of college students, Tawau Sabah, Malaysia. The study revealed substantial positive link between EQ and SQ among SO students. SQ and EQ accurately predict 56.70% of the students' results. The implications of the study reinforced teaching and learning theory and practice to improve SO.

Shitika Kulshrestha (2018): Using structural equation modelling, this research investigated the effect of emotional and spiritual intelligence on teacher performance. The findings revealed the Emotional and Spiritual Intelligence have considerable effect on teacher performance. As a result, when developing retention policies, integration and application of various types of intelligence for performance evaluation in higher education institutions would be helpful.

Ali Javadi Nejad (2019): The researcher used semi-experimental design to examine students and divided them in experimental/control groups and also a pre-test& post-test design was used to assess students during the academic year 2017-2018, in Baghmalek. Findings revealed Spiritual Intelligence training boosted the resilience and accountability of students and SI training became an interventional strategy for boosting responsibility and resilience of students.

Bhavanewari (2019): The study investigated the effect of Emotional and Spiritual Intelligence on performance of IT personnel, Chennai. Spiritual intelligence also makes people more concerned about others and their environment. Emotional Intelligence is a concept that includes self-awareness, self-regulation, and self-competence. Employees in the IT industry in the Chennai area made up the study population. The findings showed no relationship between self-regulation and self-competence, as well as workplace spirituality and self-awareness, and job performance. The study's findings reveal that Spiritual Intelligence in IT personnel influences the rise or decline in job effectiveness at their workplace.

Ayshani Weeratunga (2019): This article examined Malaysian Generation Y workers' the intention to remain. This research will provide answers to three questions. To begin, this researcher investigated firstly, the idea of emotional intelligence, how it helps in retaining Generation Y workers, secondly, how much spiritual intelligence influenced Gen Y's

intention to stay. Thirdly, whether perceived organisational support (POS) acts as a mediator between the components. The study emphasised the importance improving emotional and spiritual intelligence for retaining Generation Y workers.

Randhir Kumar (2019): The study examined relationship between SI and Academic achievement. The findings revealed the relationship between Spiritual Intelligence and Academic achievement is substantially positive. So, Spiritual Intelligence successfully adds to pupils' Academic Achievement.

Tareg Mohamed (2020): The study was conducted to find the effect of Emotional Intelligence, Social Intelligence, and Spiritual Intelligence of workers on job satisfaction in a high-risk nation. According findings, social intelligence was the biggest predictor of job satisfaction while, emotional and spiritual intelligence had some beneficial impact on job satisfaction. It was suggested lay greater emphasis on social intelligence of workers to improve Job satisfaction. This research demonstrated relative influence of social, emotional, and Spiritual Intelligence on job satisfaction.

Vincent Pereira (2020): The Spiritual guy believes in the tenet of 'live and let live.' Spirituality inspires faith in peaceful cohabitation for a better and brighter future. The purpose of the research was to explore secondary school teachers' Spiritual Intelligence and to comprehend the dynamic link between Spiritual Intelligence, Emotional Intelligence, Psychological Wellbeing, Happiness, and instructors' effectiveness. A study of 100 secondary school teachers in the Prayagraj region of India was conducted. The findings were consistent with the literature evaluated in this context. Spiritual intelligence, Emotional Intelligence, and Teacher Effectiveness were shown to have a considerable connection.

RESEARCH GAP

It is evident that based on the above review of literature, that no study was attempted to examine the relationship between Spiritual Intelligence (SI) and Student Engagement (SE). Thus, present study attempted to fill the research gap with the proposed title “Relationship between Spiritual Intelligence on Student Engagement” among Graduating students.

OBJECTIVES OF THE STUDY

1. To study the relationship between Spiritual Intelligence (SI) and Student Engagement (SE) among Graduating students.
2. To examine the impact of SE factors on Student Engagement (SE) among Graduating students.

HYPOTHESIS OF THE STUDY

H0: There is no relationship between SI and SE among Graduating students

H0: There is no significant impact of SE factors on Student Engagement Graduating students.

RESEARCH METHODOLOGY

The study considered qualitative approach to find relationship between SI and SE and to examine the impact of SE factors on Students Engagement (SE).

Sampling Method: The study has considered the Convenient Sampling method to collect primary data from the students and has collected the responses from 120 Graduating students.

Sampling Unit: The study has considered the Degree and Post Graduate College students located in Hyderabad region. The sampling units are as follows: St. Ann's Degree and P.G. College, Loyola College of academy and St. Joseph Degree and PG College.

Source of Data: The present study has considered the primary data through a structured questionnaire for the examination of proposed objectives.

Questionnaire: The questionnaire consists of two broader segments: The Spiritual Intelligence and Student Engagement. The opinions collected through the 5-Point likert scale from the respondents.

Table 2. Five-point Likert Scale

Opinion	Assigned No.
“Strongly Disagree”	1
“Disagree”	2

“Neutral”	3
“Agree”	4
“Strongly Agree”	5

Source: Compiled through Researcher

The statistical tools used in the study were using SPSS Statistics software are Bi-variate analysis, Regression Analysis and Structural equation model

Structural Equation Model: To know the impact of SE factors on Student Engagement, SEM was applied.

Reliability of Primary Data

The study has collected the primary data through the likert scale structured questions for two segments. The study applied the Cronbach’s Alpha method. The following is the result derived.

Table 3. Reliability Test Results

Segment Head	Cronbach’s Alpha Value
Spiritual Intelligence	0.916
Student Engagement	0.894
Total	0.904

Source: Primary Data

The result of the primary data observed above mentioned base value i.e. $0.904 > 0.7$. Therefore, the collected primary data observed to be fit/reliable for the analysis. Therefore, the study applied the various statistical methods on the collected primary data for examination of framed objectives

Objective 1: To study the relationship between SI and SE among graduating students.

Ho: There is no relationship between Spiritual Intelligence and Student Engagement.

H1: There is a relationship between Spiritual Intelligence and Student Engagement.

Table 4. The Relationship between SI and SE

Correlations					
	SE	CET	PMP	TA	CSE

SE	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	120				
CET	Pearson Correlation	.115	1			
	Sig. (2-tailed)	.011				
	N	120	120			
PMP	Pearson Correlation	-.085	.010	1		
	Sig. (2-tailed)	.036	.911			
	N	120	120	120		
TA	Pearson Correlation	-.010	-.097	.039	1	
	Sig. (2-tailed)	.010	.292	.673		
	N	120	120	120	120	
CSE	Pearson Correlation	-.071	-.103	.105	.098	1
	Sig. (2-tailed)	.041	.263	.253	.288	
	N	120	120	120	120	120

Source: Primary Data

To find the relationship between SI and SE, following dimensions of Spiritual Intelligence (SI), Critical Existential Thinking (CET), Personal Meaning Production (PMP), Transcendental Awareness (TA) and Conscious State Expansion (CSE) were considered for the study and Bivariate analysis was done.

The findings reveal a weak but positive relationship between Critical Existential Thinking (CET) and Student Engagement (SE) which is indicated by Pearson correlation value 0.115. The Results also indicate negative relationship between PMP, TA and CSE and Student Engagement (SE). The Pearson values for each of these factors observed as follows -0.085, -.010, and -.071 respectively. Student engagement has positive relationship only with the Critical Existential thinking (CET) is validated by Leyla Nobari (2014), but with other factors negatively related. To conclude, the study shows each of the factors are related to SE. From the above results, we can say that the null hypothesis is not accepted.

Objective 2: To examine the impact of SE factors on Student Engagement among Graduating students

Figure 1. Impact of SE factors on Student Engagement

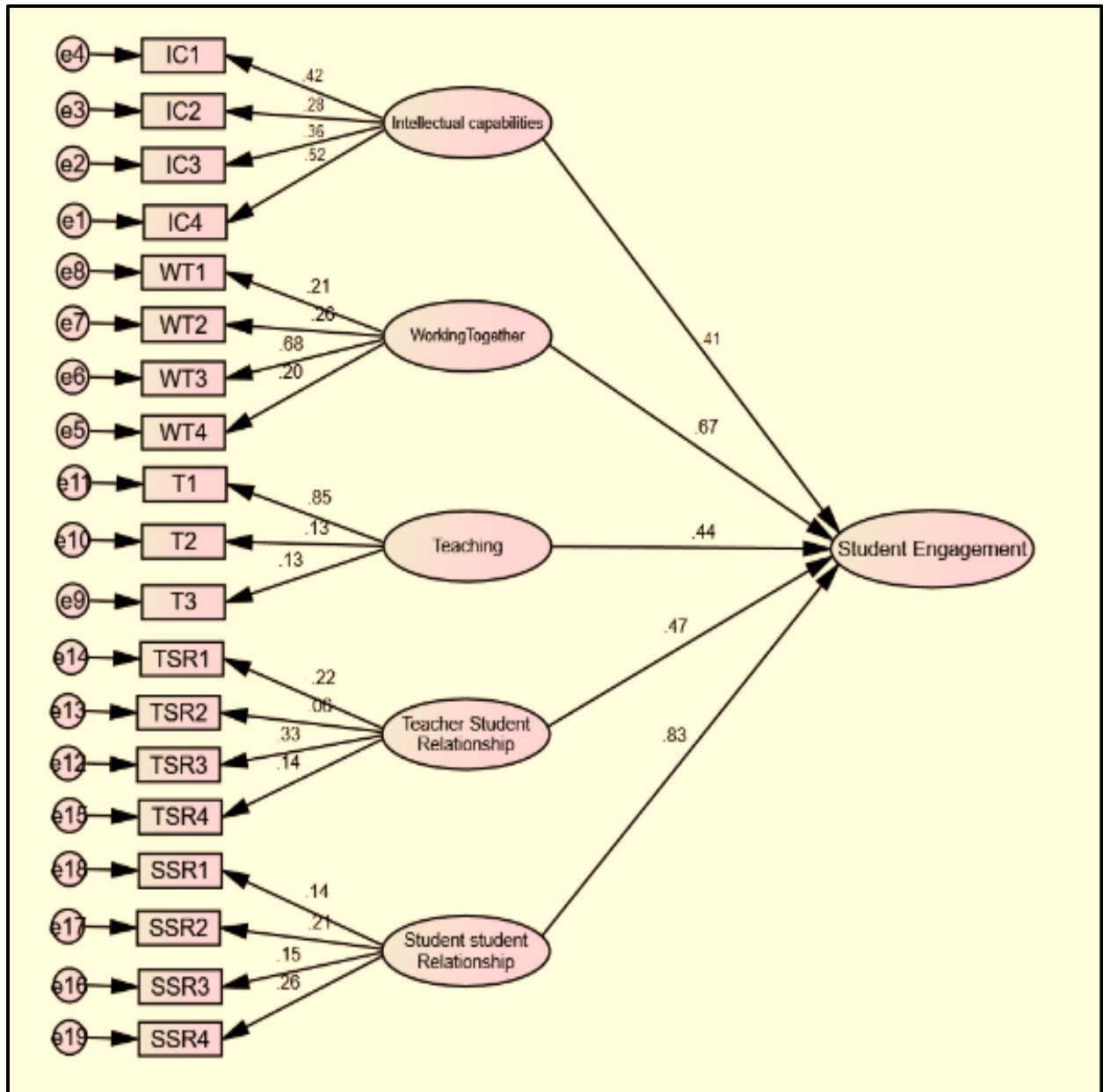


Table 5. Impact of SE factors on Student Engagement

Sub factors of SE	SE factors	Estimate	S.E.	C.R.	P
I am able to make judgement	<--- Intellectual	0.421	0.105	4.009524	0.016

about alternative perspectives		Capabilities				
I am encouraged to take my own initiatives.	<---	Intellectual Capabilities	0.281	0.102	2.754902	0.008
I am challenged to present new ideas.	<---	Intellectual Capabilities	0.362	0.116	3.12069	0.019
I am able to bring information and different ideas to solve problems.	<---	Intellectual Capabilities	0.522	0.107	4.878505	0.044
My ability to communicate efficiently with others has developed.	<---	Working Together	0.208	0.087	2.390805	***
My ability to convey ideas at college is improving.	<---	Working Together	0.262	0.089	2.94382	***
I have learnt to be an effective team or group member.	<---	Working Together	0.681	0.182	3.741758	***
I am confident about the way I deal with a wide range of people.	<---	Working Together	0.204	0.084	2.428571	***
we get chances to participate in the class.	<---	Teaching	0.851	0.274	3.105839	***
The Course designed is helpful for understanding the course content better.	<---	Teaching	0.132	0.063	2.095238	0.022
The program uses a diverse assessment method.	<---	Teaching	0.127	0.054	2.351852	***
There is good communication between the teaching staff and the students	<---	Teacher-Student Relationship	0.221	0.104	2.125	***
Find teaching staff clarify doubts when questions are asked.	<---	Teacher-Student Relationship	0.064	0.086	0.744186	***
The explanations provided by the teaching staff when in	<---	Teacher-Student	0.332	0.155	2.141935	***

difficulty with the learning materials is useful		Relationship				
Sufficient feedback on activities and assignments is given helps to know what we learn from the work we do.	<---	Teacher- Student Relationship	0.144	0.072	2	0.039
I discuss frequently the ideas from course with students out-of-class.	<---	Student- Student Relationship	0.138	0.042	3.285714	0.02
I discuss course material with other students outside classes which helps better understanding of the course material.	<---	Student- Student Relationship	0.214	0.052	4.115385	***
I feel a strong belongingness to my class group.	<---	Student- Student Relationship	0.146	0.074	1.972973	***
work together frequently with others in my classes.	<---	Student- Student Relationship	0.261	0.063	4.142857	***

Source: Primary Data

Impact of Intellectual Capabilities on Student Engagement

The impact of Intellectual Capabilities on Student Engagement is indicated as follows. The highest estimated value of 0.522 is received for the subfactor ‘ability to bring information and different ideas to solve problems. And other subfactors, ‘able to make the judgement regarding the alternative perspectives’, ‘challenged to present with new ideas’ and ‘encouraged to take my own initiative’ with estimated values as 0.421, 0.362, 0.281 respectively. The maximum intellectual capabilities of bringing innovative thoughts and ideas to solve the problems have helped them to engage better but for greater engagement they should be encouraged to take their own initiatives.

Impact of Working Together on Student Engagement

The subfactor, ‘learned to be an effective team or group member’ has an estimate value of 0.681 while, other subfactors such as ‘my ability to convey ideas improved’ and ‘ability to

communicate efficiently with others' have estimated values 0.262 and 0.204 respectively. This indicates that they have learned to work together in a team but the ability to share ideas and communicate efficiently with others is rather low. If they improve the ability to share ideas and communicate effectively with one another, their engagement levels will improve to produce better output.

Impact of Teaching on Student Engagement

The subfactor, 'given the chance to participate in class' has got the high estimated value of 0.851, while the other subfactor 'course designed is helpful for understanding the course content' has got low value 0.132. This shows if the students have to be highly engaged in the class, the course design should be tailored for their benefit so that they understand the course content better.

Impact of Teacher-Student Relationship on Student Engagement

The study explains regarding the Teacher-student relationship(T-SR) on the Student-Engagement. The outcome here determines that majority of the staff of teachers' relation with the student should be useful for them and students must have to ask to teachers to be having the good relation with the students with 0.664 followed by the next statement that if the material is not understandable to the students teacher can be able to make them clearly understand (0.332). Enough feedback on activities & assignments to make sure that students will be learning from the teachers (0.144). Communication among teaching staff and students is better (0.127) is identified to be the lowest aspect that impacts the student engagement.

Impact of Student-Student Relationship on Student Engagement

The sub factors of S-SR, 'work together with frequently others in the class' and 'discuss the course material with others outside the class to understand the course content and learn better' have got values 0.261, and 0.214 respectively this enabled them engage better. The subfactors of S-SR, 'Frequent discussion of ideas from courses among students outside class' and 'the sense of belongingness to similar class group' have shown least impact with values 0.146 and 0.138 respectively. Improving these two subfactors, engagement among students could be enhanced.

To find the Impact of SE factors on student engagement, following is the hypothesis has been framed.

H₀: There is no significant Impact of SE factors on Student Engagement among Graduating students

H1: There is a significant Impact of SE factors on Student Engagement among Graduating students.

Table 5. Impact of SE factors on Student Engagement

Student Engagement		Student Engagement (SE) Factors	Estimate	S.E.	C.R.	P
SE	<---	Intellectual Capabilities (IC)	0.413	0.113	3.654867	***
SE	<---	Working Together (WT)	0.672	0.142	4.732394	***
SE	<---	Teaching(T)	0.443	0.229	1.934498	***
SE	<---	Teacher-Student Relationship (T-SR)	0.471	0.212	2.221698	***
SE	<---	Student-Student Relationship (S-SR)	0.831	0.221	3.760181	***

Source: Primary Data

The above table 5 explains the impact of SE factors on Student Engagement. Intellectual Capabilities (IC), Working Together (WT), Teaching(T), Teacher - Student Relationship (T-SR) and Student - Student Relationship (S-SR) are the factors of SE considered for the study. Findings revealed that impact of SE on Student - Student Relationship (S-SR) is the high, indicated by the value 0.831, meaning that the regular discussions among students and better communication with each other will make students to engage effectively and also makes them more comfortable to explore new or innovative things. The lowest impact of SE on Intellectual Capabilities (IC) is indicated by the value 0.413 implying just having intellectual capabilities or abilities will not help the students to innovate and explore things but developing spiritual capabilities will enable them students engage better. The impact of SE on other components such as “Working together (WT)”, “Teacher-Student relationship (T-SR)” and “Teaching (T)” is indicted by the following values 0.672, 0.471, and 0.443 respectively. To improve Student engagement, the other factors of SE such as Teacher-student relationship, Intellectual capabilities, and Teaching process itself has to be improved. This could be done by implementing various innovative and creative methods or

techniques to engage in creative and productive activities and also their SI needs to developed.

FINDINGS OF THE STUDY

1. The Pearsons' correlation value between Critical Existential Thinking (CET) and Student Engagement (SE) is 0.115. It shows there exists positive but weak relationship exists between SE and CET. while relationship between SE and with other components of Spiritual Intelligence is negative. This indicates that improving or developing the components of SI in students, their engagement can be enhanced.
2. The SE impact on one of the subfactors of Teaching(T), "Students are given the chance to participate in classes" has obtained high value of 0.851 and subfactor of WT 'learnt to be effective team or group member' has obtained value 0.681. this implies, SE has helped the students grab the opportunity to participate actively in the class and they have learned to be effective team members and have the ability to work together in purposeful activities.
3. The impact of SE on Student-Student Relationship is high with value 0.831. SE on other factors such as Teacher-Student Relationship, Teaching, and Intellectual Capabilities are rather very low with values 0.47, 0.443, and 0.413. this could be improved if their SI is developed. Developing SI of students would help them engage better in meaningful and purposeful activities and make them comfortable to explore new or innovative things.

RECOMMENDATIONS TO DEVELOP SPIRITUAL INTELLIGENCE FOR STUDENT ENGAGEMENT

The study revealed that the relationship between SI and SE is weak and Student Engagement is positively related to one of the dimensions of SI, that is Critical Existential thinking (CET) validated by Leyla Nobari (2014). While, the relationship with other dimensions such as PMP, TA, and CSE is negative. If these each of these dimensions of SI are developed, Student Engagement (SE) could be improved.

Some of the practices that could be implemented to develop SI for effective student engagement are: allot time for silence, self-reflection, prayer, meditation, yoga; encourage creative and critical thinking through art, music, drama, writing; inspire to read moral and spiritual books; provide democratic, participative and eco-friendly environment for

interaction; mentoring for self-belief and to become their own learning agents, celebrate student's achievement, opportunities to develop social and cultural capital through discussions, debates, role plays and collaborative learning; empower to become service-oriented and active citizens.

Spiritual intelligence offers an active, unifying, and meaningful centre for the soul to assist individuals in thinking deeply about important themes and attempting to address their everyday difficulties. The features of developed spiritual intelligence include a high level of self-awareness, the ability to be flexible, the ability to cope with suffering and its growth, the tendency to ask why or how questions and seek for crucial solutions, and being inspired by ideas and ideals.

CONCLUSION OF THE STUDY

The study was to done find the association between SI and SE among graduating students. It also examined the impact of SE factors on Student Engagement. Findings indicted weak relationship between SI and SE. The impact SE on Student-Student Relationship and Working Together is high while the impact of SE on other factors is low. Although students take opportunities to participate in the class, learned to be effective team members, they gather information and bring different ideas to solve problems, they should be encouraged to take up initiatives, make judgements from alternative perspectives, explore new ideas, communicate effectively in the class. To supplement this, a proper course design should be tailored to cater to the requirements of students and also implementing of variety of assessment methods for getting maximum ability for engagement in and outside the class would be helpful. To conclude, for effective Student Engagement, implementation of programmes or workshops or strategies for the development of students' Spiritual Intelligence is truly necessary.

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