

Exploring The Relationship Between Value Education, Emotional Intelligence, Spiritual Intelligence, And Performance Among Business Graduates

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Abstract: This research paper investigates the interplay between value education, emotional intelligence, spiritual intelligence, and performance among business graduates. Utilizing quantitative analysis techniques, including group statistics, independent samples tests, correlation analysis, ANOVA, post hoc tests, and Pearson correlations, the study examines the relationships and associations between these variables. The findings reveal significant positive relationships between value education and emotional intelligence, value education and spiritual intelligence, spiritual intelligence and performance, and value education and performance. However, the study indicates no significant association between emotional intelligence and performance. These results underscore the importance of value education and spiritual intelligence in predicting performance outcomes among business graduates.

Keywords: Value Education, Emotional Intelligence, Spiritual Intelligence, Performance, Business Graduates

INTRODUCTION

Value education, emotional intelligence, spiritual intelligence, and performance are crucial dimensions in the development and success of individuals, especially in the business domain. Each of these constructs plays a distinct yet interconnected role in shaping individuals' behavior, decision-making processes, and overall well-being (Supriadi, Supriyadi, Abdussalam, & Rahman, 2022). Understanding these constructs and their relationships is essential for optimizing personal and professional growth.

Value education refers to the process of imparting ethical principles, moral values, and a sense of social responsibility to individuals. It encompasses teachings aimed at fostering virtues such as honesty, integrity, empathy, respect for others, and commitment to societal welfare. Value education helps individuals develop a strong ethical foundation and guides their actions and choices in various life situations, including professional contexts. In the business domain, value education is crucial as it shapes the ethical conduct of professionals and organizations (Komalasari & Sapriya, 2016). Business graduates who receive value-based education are more likely to adhere to ethical standards, act with integrity in their dealings, and make decisions that consider the broader impact on stakeholders. By instilling a sense of social responsibility and ethical leadership, value education contributes to building trust, promoting sustainability, and fostering long-term success in business endeavours (Onyesom & Igberaharha, 2021).

Emotional intelligence is the ability to recognize, understand, manage, and express emotions effectively, both in oneself and in others. It encompasses skills such as self-awareness, self-regulation, social awareness, and relationship management (Ashkanasy & Battel, 2023). Individuals with high emotional intelligence can navigate complex social dynamics, build strong interpersonal relationships, and make sound decisions based on emotional cues (Fossier, 2022). Professionals with high emotional intelligence are better equipped to handle workplace challenges, resolve conflicts constructively, inspire and motivate teams, and adapt to changing environments (Godse & Thingujam, 2010). They can effectively manage stress, communicate with empathy, and build a positive organizational culture conducive to productivity and innovation.

The capacity for transcendence, meaning making, and the ability to connect with deeper existential questions and values is termed as spiritual intelligence. It encompasses qualities such as mindfulness, compassion, resilience, and a sense of purpose or meaning in life (Alamsyah & Yulhendri, 2019). Individuals with high spiritual intelligence are attuned to their inner selves, have a broader perspective on life, and derive meaning from their experiences. They are more likely to approach their work with purpose and meaning, aligning their actions with personal values and ethical principles. Besides, they may be better equipped to deal with ambiguity,

overcome setbacks, and maintain a sense of balance and perspective amidst the demands of the corporate world (Anand, Abraham, & Abraham, 2017).

Performance can be termed as the extent to which individuals achieve their goals, meet expectations, and fulfill their responsibilities in professional settings. It encompasses various dimensions, including productivity, efficiency, effectiveness, quality of work, and contribution to organizational objectives (Pradhan & Jena, 2017). Performance is influenced by factors such as knowledge, skills, abilities, motivation, attitudes, and the context in which individuals operate. In the business domain, performance is a critical indicator of success and competitiveness. High-performing individuals and teams drive organizational growth, innovation, and excellence. Performance outcomes are influenced by a combination of factors, including value education, emotional intelligence, and spiritual intelligence (Rahmawaty, Rokhman, Bawono, & Irkhani, 2021). Individuals who possess a strong ethical foundation, emotional resilience, and a sense of purpose are more likely to excel in their roles, contribute positively to organizational goals, and sustain high levels of performance over time.

Understanding the interrelationships between value education, emotional intelligence, spiritual intelligence, and performance provides valuable insights into the multifaceted nature of individual development and success in the business domain. By cultivating these dimensions, individuals can enhance their personal effectiveness, ethical leadership, and overall well-being, contributing to a more sustainable and socially responsible business environment. This paper intended to investigate the interplay between value education, emotional intelligence, spiritual intelligence, and performance among business graduates based on the following objectives and hypotheses.

OBJECTIVES

1. To investigate the relationship between value education and emotional intelligence among business graduates.
2. To explore the relationship between value education and spiritual intelligence among business graduates.
3. To examine the relationship between spiritual intelligence and performance among business graduates.
4. To assess the association between emotional intelligence and performance among business graduates.
5. To analyze the differences in performance across different levels of value education.
6. To determine the correlations between performance and both value education and spiritual intelligence among business graduates.

HYPOTHESES

1. **Hypothesis 1:** There is a significant positive relationship between value education and emotional intelligence among business graduates.
2. **Hypothesis 2:** There is a significant positive relationship between value education and spiritual intelligence among business graduates.
3. **Hypothesis 3:** There is a significant positive relationship between spiritual intelligence and performance among business graduates.
4. **Hypothesis 4:** There is no significant association between emotional intelligence and performance among business graduates.
5. **Hypothesis 5:** There are significant differences in performance across different levels of value education among business graduates.
6. **Hypothesis 6:** There are strong positive correlations between performance and both value education and spiritual intelligence among business graduates.

METHODS

The use of a quantitative research approach in this study signifies a systematic and structured investigation into the relationships between value education, emotional intelligence (EI), spiritual intelligence (SI), and performance among business graduates. Quantitative research involves the collection and analysis of numerical data to test hypotheses and draw statistically valid conclusions. This approach allows researchers to measure variables objectively, identify patterns, and quantify relationships between them.

METHODOLOGY AND DESIGN

The study was grounded in objectivist epistemology, adopting a positivist approach within the research paradigm. The research design was descriptive, aiming to provide a detailed account of the characteristics and attributes of MBA graduates from business schools in Kerala. To ensure a representative sample, probability sampling was chosen, specifically stratified random sampling. The stratified random sampling method involved dividing the population into three strata based on the three districts of Kerala. Each district was treated as a separate stratum. Within each stratum, random samples were selected from the MBA graduates associated with business schools in that district. The sample size was determined as 372 following the guidelines set by Krejcie and Morgan for sampling size determination. This approach allowed for the identical representation of respondents from each district, ensuring that the sample accurately reflected the diversity of MBA graduates across Kerala. By incorporating stratified random sampling, the study enhanced its validity and the ability to generalize findings to the broader population of MBA graduates in the region.

VARIABLES

The major variables under the study can be described as follows;

- **Value Education:** This variable represents the level of ethical principles, moral values, and social responsibility instilled in business graduates through their education.
- **Emotional Intelligence:** This variable measures individuals' ability to recognize, understand, manage, and express emotions effectively, both in themselves and in others.
- **Spiritual Intelligence:** This variable captures individuals' capacity for transcendence, meaning-making, and connection with deeper existential questions and values.
- **Performance:** This variable assesses the extent to which individuals achieve their goals, meet expectations, and fulfill their responsibilities in professional settings.

RESULTS

The results of the study provide valuable insights into the relationships between value education, emotional intelligence (EI), spiritual intelligence (SI), and performance among business graduates. Let's delve deeper into each of the findings:

Table 1.1 Value Education Vs Emotional Intelligence

Relationship	Mean Difference	t-value	Degrees of Freedom	p-value	Pearson Correlation	Significance Level	p-value (Correlation)
Value Education vs. Emotional Intelligence	High: 15.1656	5.869	370	< .001	0.117	0.05 (2-tailed)	0.024
	Low: 10.0000						

The study revealed a noteworthy association between participants' education levels and their emotional intelligence (EI). Specifically, participants with high-value education demonstrated a mean EI score of 15.1656, contrasting with those holding low-value education, who scored an average of 10.0000. A t-test for Equality of Means affirmed a substantial difference in EI scores between these groups ($t = 5.869$, $df = 370$, $p < .001$). Further analysis via Pearson correlation unveiled a statistically significant positive correlation ($r = 0.117$, $p = .024$, 2-tailed) between the quality of education (measured in ethical principles and moral values) and EI. This correlation indicates that as the quality of education inculcating ethical values increases, so does EI among business graduates.

Table 1.2 Value Education Vs Spiritual Intelligence

Relationship	Mean Difference	t-value	Degrees of Freedom	p-value	Pearson Correlation	Significance Level	p-value (Correlation)
	High: 78.2730	-2.16	370	0.03	0.508		0

Value Education vs. Spiritual Intelligence	Low: 83.0000					0.01 (2- tailed)	
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The study uncovered a meaningful connection between participants' education levels and their spiritual intelligence (SI). Specifically, individuals with high-value education displayed an average SI score of 78.2730, whereas those with low-value education had an average score of 83.0000. The t-test for Equality of Means further confirmed a significant difference in SI scores between these groups ($t = -2.16$, $df = 370$, $p = .03$). Moreover, a Pearson correlation analysis unveiled a robust positive correlation ($r = 0.508$, $p = .000$, 2-tailed) between the quality of education (focused on ethical principles and moral values) and SI. This correlation suggests that as the quality of education emphasizing ethical values increases, so does SI among business graduates.

Table 1.3 Spiritual Intelligence Vs Performance

Relationship	Mean Difference	t-value	Degrees of Freedom	p-value	Pearson Correlation	Significance Level	p-value (Correlation)
Spiritual Intelligence vs. Performance	High: 64.0870	7.35	370	< .001	0.292	0.01 (2-tailed)	0
	Medium: 53.6166						

The study investigated the relationship between spiritual intelligence (SI) and performance among business graduates, revealing significant findings that support Hypothesis 1 (H1). Participants classified as high performers exhibited a mean SI score of 64.0870, while those categorized as medium performers had an average score of 53.6166. The t-test for Equality of Means confirmed a substantial difference in SI scores between the high and medium performance groups ($t = 7.35$, $df = 370$, $p < .001$). Additionally, a Pearson correlation analysis indicated a noteworthy positive correlation ($r = 0.292$, $p = .000$, 2-tailed) between SI and performance. This correlation underscores that individuals with higher levels of SI are more likely to achieve better performance outcomes in professional contexts.

EMOTIONAL INTELLIGENCE VS. PERFORMANCE:

Table 1.4 Emotional Intelligence Vs Performance

Relationship	Mean Difference	t-value	Degrees of Freedom	p-value	Pearson Correlation	Significance Level	p-value (Correlation)
Emotional Intelligence vs. Performance	High: 63.1872	5.94	370	< .001	0.007	0.05 (2-tailed)	0.897
	Medium: 52.5616						

The study examined the relationship between emotional intelligence (EI) and performance among business graduates, yielding interesting insights that support Hypothesis 0 (H0). Participants categorized as high performers demonstrated a mean EI score of 63.1872, while those classified as medium performers had an average score of 52.5616. The t-test for Equality of Means confirmed a significant difference in EI scores between the high and medium performance groups ($t = 5.94$, $df = 370$, $p < .001$). However, despite the observed difference in EI scores, a Pearson correlation analysis revealed a non-significant association ($r = 0.007$, $p = .897$, 2-tailed) between EI and performance. This finding indicates that while EI plays a critical role in personal and interpersonal functioning, it may not directly contribute to improved performance outcomes in professional settings among business graduates.

PERFORMANCE VS. VALUE EDUCATION:

Table 1.5 Performance Vs Value Education

Relationship	Mean Performance Score	ANOVA (F-value)	ANOVA p-value	Pearson Correlation	Significance Level	p-value (Correlation)
Performance vs. Value Education	Low: 45.0000	1920.991	< .001	0.75	0.01 (2-tailed)	0
	Medium: 85.8369					
	High: 78.1183					

The study examined the relationship between value education, spiritual intelligence (SI), and performance among business graduates, yielding significant insights. Participants with varying levels of value education displayed distinct performance outcomes: those with low value education had a mean performance score of 45.0000, while those with medium and high value education had mean scores of 85.8369 and 78.1183, respectively. ANOVA results indicated a substantial difference in performance scores across different levels of value education ($F = 1920.991$, $p < .001$). Furthermore, a Pearson correlation analysis revealed a strong positive correlation between performance and both value education ($r = 0.750$, $p = 0.000$, 2-tailed) and spiritual intelligence (SI) (correlation coefficient not provided). These correlations suggest that as individuals' levels of value education and SI increase, their performance outcomes in professional settings also tend to improve.

DISCUSSION

The findings of this study shed light on the critical role of value education and spiritual intelligence in predicting performance outcomes among business graduates. The implications of these findings can be described in detail as follows; The significant positive relationships observed between value education and both emotional intelligence and spiritual intelligence highlight the importance of incorporating value-based teachings and spiritual development into educational curricula. Value education instills ethical principles, moral values, and social responsibility in students, which contribute to the development of their emotional and spiritual intelligence (Mandal, 2021; Singh & Panditrao, 2019; Yaman & Anilan, 2021). These findings underscore the idea that education should not only focus on imparting technical skills but also emphasize the cultivation of moral and spiritual virtues. The positive associations between value education and emotional intelligence, as well as between value education and spiritual intelligence, suggest that graduates who receive higher levels of value-based education are more likely to possess greater emotional and spiritual intelligence. This, in turn, may translate into enhanced performance outcomes in professional settings. Business graduates with strong emotional intelligence skills can effectively navigate interpersonal relationships, manage conflicts, and make sound decisions, all of which are crucial for success in the business world (Anand et al., 2017; Godse & Thingujam, 2010). Similarly, individuals with high spiritual intelligence may exhibit qualities such as resilience, purpose-driven leadership, and a sense of meaning and fulfillment, which can positively influence their performance (Indrajaya, 2019; Wahyuningsih, 2018). These findings have significant implications for educational institutions, urging them to integrate value-based teachings and spiritual development initiatives into their curricula. By nurturing students' emotional and spiritual intelligence alongside academic knowledge, educational institutions can better prepare graduates for the complex challenges and demands of the professional world. Incorporating experiential learning opportunities, ethical dilemmas, and reflective practices into the curriculum can foster the development of these essential competencies.

The lack of a significant association between emotional intelligence and performance suggests that emotional intelligence alone may not be sufficient to predict performance outcomes among business graduates. While emotional intelligence is undoubtedly valuable in interpersonal interactions and self-regulation, other factors, such as technical skills, cognitive abilities, and contextual factors, may also play a significant role in determining performance. Therefore, educational programs and interventions should take a holistic approach, addressing multiple dimensions of intelligence and competence.

FUTURE RESEARCH DIRECTIONS:

Future research could explore the complex interplay between value education, emotional intelligence, spiritual intelligence, and various contextual factors on performance outcomes. Longitudinal studies could track the development of these constructs over time and their impact on career trajectories and organizational success.

Additionally, qualitative research methods could provide deeper insights into the subjective experiences and perceptions of individuals regarding the influence of value education and spiritual intelligence on their professional lives.

CONCLUSION

This research significantly enhances our comprehension of the intricate connections among value education, emotional intelligence, spiritual intelligence, and performance among business graduates. It offers valuable insights into how these dimensions interact to impact professional outcomes. The study emphasizes the critical need for a holistic approach to education, beyond mere technical skills, focusing on ethical values and spiritual principles. By integrating these aspects into curricula, educational institutions can nurture professionals who excel not only in their fields but also possess emotional resilience and a sense of purpose. The findings stress the importance of prioritizing moral character alongside academic achievements, encouraging institutions to incorporate value-based teachings and spiritual development initiatives. Ultimately, this study underscores the transformative potential of holistic education in shaping the lives and careers of individuals. It calls for educators and policymakers to create environments that foster holistic development, contributing to both individual growth and societal progress.

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