

To Study the Effect of Spiritual Intelligence and Subject Stream on Sociogenic Need Satisfaction in Post-Graduation Students

Dr. Anuradha Sahasrabuddhe

M.Ed, M.A. (Psychology), M.A. (Clinical Psychology), PGDGC, Ph.D (Psychology)

Assistant Professor, Apollo College of Education, Anjora, Durg, Chhattisgarh

Abstract

Spiritual intelligence fosters empathy and compassion, leading to deeper, more authentic connections and a stronger sense of belonging. It cultivates a feeling of interconnectedness, inspiring individuals to contribute positively to the community and also find purpose in their social interactions. This helps individuals find fulfilment in their social interactions and contributions, aligning personal values with communal well-being. Considering this, the present study aimed to investigate the impact of spiritual intelligence on sociogenic need satisfaction among post-graduation students. For this study, 04 colleges and 160 students were selected as a sample from a random sampling technique. Data was collected from standardised tools, "spiritual intelligence test" (1999) and "sociogenic need satisfaction scale" (1989) were used. The ANOVA research technique was used to test the hypothesis. And on the 0.05 level, results show that the individual Spiritual intelligence does not affect negative and positive need satisfaction, but the subject stream of PG students does affect both needs. Furthermore, there is no significant interaction effect of spiritual intelligence and subject stream on positive and negative need satisfaction in PG students.

Keywords: Spiritual Intelligence, Sociogenic Need Satisfaction, Post-Graduation Students (PG)

Introduction:

Spiritual intelligence: There are different types of people who live in society. Everyone has their own need and desires. Some have positive and some have negative needs. To limit these needs, we have to develop spiritual intelligence because it plays a significant role in controlling these needs. Spiritual intelligence provides meaning and purpose in life and allows us to create new possibilities in life. It helps us to solve problems by developing a new level of consciousness, which gives human beings greater meaning, inner peace, and happiness. This is a holistic concept incorporating mind, body, and spirit. It enables us to realise that spiritual intelligence has the power to transform one's life. Spiritual intelligence includes IQ (intelligence quotient) and EQ (emotional quotient) in a unified way to express our better version, not only for our lives but for all living beings.

There is a need for one to possess outer and inner peace in the present scenario. Spiritual intelligence can be incorporated in student life to provide them with better guidance, through modification in curriculum, and give proper guidance on fellowship with other spiritual persons. Reading a spiritual book, medication that helps them lead a successful life as well.

Sociogenic needs: Sociogenic needs (negative and positive) usually take shape in our environment, upbringing, and norms and values of the communities we belong to. These needs are also known as secondary or learned needs. They are pure biological or inherent in nature. They arise from motivations and desires from our social interactions and the culture of our society. They help human beings in shaping goals, aspirations, and interaction within the complex web of human society.

Need of the Study:

In today's complex and often chaotic world, the need for and development of spiritual intelligence (SI) is more pressing than ever. This SI affects human social needs directly and indirectly. These needs, which are helpful to society, are called sociogenic needs. They are mainly two type's negative and positive needs. In the Development of IQ and EQ, Spiritual intelligence plays an important role, and it also has a deeper framework for meaning, purpose, and navigating life's challenges. Our IQ (intelligence quotient) helps us process information, and EQ (emotional quotient) helps us to understand and manage our emotions. Making a balance between these helps us to navigate certainty by providing a sense of purpose and meaning beyond intellect or emotion, by fostering resilience and inner peace. The present study was done on postgraduate students because spiritual intelligence is crucial for managing academic stress, making ethical career choices, enhancing leadership skills, and promoting overall well-being in a highly competitive world. Ultimately, Spiritual intelligence enables to more holistic, purposeful, and compassionate approach to create balance between life, work, and studies.

Related Studies:

Spiritual Intelligence:

Singh & Tirath (2010) studied whether spiritual intelligence was affected by gender and location. For this, 804 students were selected from different colleges through a cluster sampling technique: male (330), female (474), rural (513), and urban (291). A correlation research design was used to evaluate the data. Result shows that female students have a higher level of spiritual intelligence than male students. The rural areas have a higher level of spiritual intelligence than urban areas. This means the interaction between gender and local effects on Spiritual intelligence is found to be significant.

Venkatapathy & Anbugeetha (2012) studied the importance of spiritual intelligence in the workplace. The hypothesis of the study was to find out the effect of spiritual intelligence in the workplace. For this, 250 workers were selected from 3 different companies using, random sampling technique in Chennai. The t-value was calculated to check the significant difference between spiritual intelligence and the workplace. The result found that people with a high level of spiritual intelligence are good at task performance in their workplaces.

Sociogenic need satisfaction:

Vora & Viega (2011), the main objective of the study was to assess the relationship between sociogenic need satisfaction, emotional competence, and self-concept among juvenile delinquents as a function of gender and the nature of crime committed. For this, 58 juvenile delinquents of the remand home "Apna Ghar" in Goa were selected for data collection. The result indicates that there was a significant relationship between sociogenic need satisfaction, emotional competency, and self-concept among juvenile delinquents.

Abdullahi & Bansal (2015). The research aims to compare sociogenic need satisfaction, confidence level and study habits among students pursuing conventional academic courses versus job-oriented courses. Conventional courses often focus on theoretical knowledge and long-term academic parts, while job-oriented courses are designed to provide immediate vocational skills and employment opportunities. Through comparative analysis, the research concludes that the conventional academic courses versus job-oriented courses influence students not only their academic experience but also their sociogenic needs satisfaction, confidence level and study habits well.

Problem:

To study the effect of spiritual intelligence and subject stream on their sociogenic needs' satisfaction (negative and positive) in post-graduation students.

Variables:

Spiritual Intelligence and subject stream are Independent, and Sociogenic need satisfaction (negative and positive) is a dependent variable for the present study.

Objectives:

1. To study the effect of spiritual intelligence on positive needs satisfaction in post-graduation students.
2. To study the effect of subject stream on positive needs satisfaction in post-graduation students
3. To study the interaction effect of spiritual intelligence and subject stream on positive need satisfaction in post-graduation students.
4. To study the effect of spiritual intelligence on negative need satisfaction in post-graduation students.
5. To study the effect of subject stream on negative needs satisfaction in post-graduation students
6. To study the interaction effect of spiritual intelligence and subject stream on negative need satisfaction in postgraduate students.

Hypothesis:

H1 There is no significant effect of spiritual intelligence on positive need satisfaction in post-graduation students.

H2 There is no significant effect of Subject Stream on positive need satisfaction in post-graduation students.

H3 There is no significant interaction effect of spiritual intelligence and subjects' stream on positive need satisfaction in post-graduate students.

H4 There is no significant effect of spiritual intelligence on negative need satisfaction in post-graduation students.

H5 There is no significant effect of Subject Stream on negative need satisfaction in post-graduation students

H6 There is no significant interaction effect of spiritual intelligence and subjects' stream on negative need satisfaction in post-graduation students.

Delimitation:

1. The present study is limited to two variables: 1. spiritual intelligence and 2. sociogenetic need satisfaction.
2. The study is limited to only science and non-science stream students.
3. The study is conducted only on colleges' post-graduation students.
4. Both Hindi and English medium students are selected and considered for the study.

Population:

From the Durg, Bhilai (C.G.) area, a total of 04 colleges were selected from a random sampling technique (Lottery method).

Table 01**Population Table**

S.No	College	Total No. of PG Students		Total
		Science	Non-Science	
1	College 01	10	22	32
2	College 02	25	25	50
3	College 03	35	28	63
4	College 04	10	05	15

Sample:

The random sampling technique (the lottery method) was used for collecting the data. With the help of the lottery method, 04 colleges and 160 students were chosen as a sample for this present study.

Instrument:

Spiritual Intelligence: Roqan Spiritual Intelligence Test made by Prof. Roquiya Zainuddin and Ms. Anjum Ajmed (1999). This standardised test has 4 dichotomous dimensions and 80 statements. These sentences were related as a Likert 5-point ratings scale (strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) and scoring technique for them as 5, 4, 3, 2, 1, respectively. Reliability of the test was calculated by Cronbach's Alpha Coefficient, 0.73, and the Guttman Split-Half Coefficient was calculated as 0.70. Validity of the test was calculated as 0.85. This shows that the test has high reliability and validity scores.

Sociogenic Scale: Hindi version of Sociogenic Need Satisfaction Scale made by Dr. N.S. Chauhan, Dr. Y.K. Singh, and Dr. U. Dhar (1989). In this scale, there are 40 statements related to 8 areas of Sociogenic needs. 4 areas are related to positive and 4 areas are related to negative needs. When administering this test to PG students, whichever statement they find correct for themselves, they put a correct tick on it. Scoring can be done in two ways: one for "area-wise Scores" and the other for "general Scores" as a whole (both Positive and Negative). In the scale booklet, it has statements and types of opinion (6 choices), and they have to choose between options. For these scores are given for every statement as follows: (1) 5 marks for Too Much, (2) 4 marks for Much, (3) 3 marks for Average, (4) 2 marks for less, (5) 1 mark for Very Less, (6) 0 mark for Not at All, respectively. Later, general scores of both positive and negative need satisfactions were calculated.

Data Collection:

Firstly, permission was taken from all the PG students. Proper instructions were given to them about the tool. Both tests were administered on selected sample sizes according to the scoring criteria the data was collected for further analysis.

Research Design:

For data collection, both tools were administered to a selected sample size to test the hypothesis. Independent variable (spiritual intelligence) was categorised into three levels (High, Average, and Low), and the dependent variable (sociogenic need satisfaction), which is also categorised into two levels (negative needs and positive needs) for the present study.

Streams were categorised as well into two levels: science and non-science students. Further collected data was analysed through 3*2 factorial designs. This technique is used to study the effect of the independent variable (spiritual intelligence) on the dependent variable and their interactions.

Interpretation and Discussion:

Spiritual Intelligence and Positive Need Satisfaction: To check the significant effect and the interaction Effect of these hypotheses through the F-test:

H1 There is no significant effect of spiritual intelligence on positive need satisfaction in post-graduation students.

H2 There is no significant effect of Subject Stream on positive need satisfaction in post-graduation students.

H3 There is no significant interaction effect of spiritual intelligence and subjects' stream on positive need satisfaction in post-graduate students.

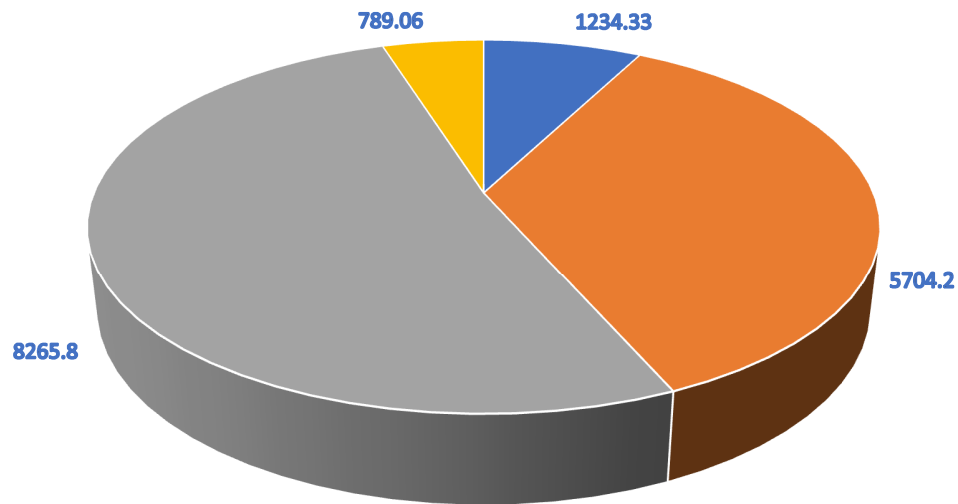
Table No. 2

Sum of ANOVA for the effect of Spiritual Intelligence on positive needs satisfaction:

S. No.		SS	Df	MS	F	Significance
1	SQ	2468.44	2	1234.33	1.5643	NS
2	SS	5704.20	1	5704.20	7.229	S
3	SQ*SS	16531.60	2	8265.80	10.475	S
4	Within	71015.75	90	789.06		
Total		95719.99	95			

NS: Not significant; S: Significant at 0.01 level

Pie Chart of Mean Square of Spiritual Intelligence and Positive needs satisfaction in PG students



Pie Chart of Mean Square of Spiritual Intelligence and Positive needs satisfaction in PG students

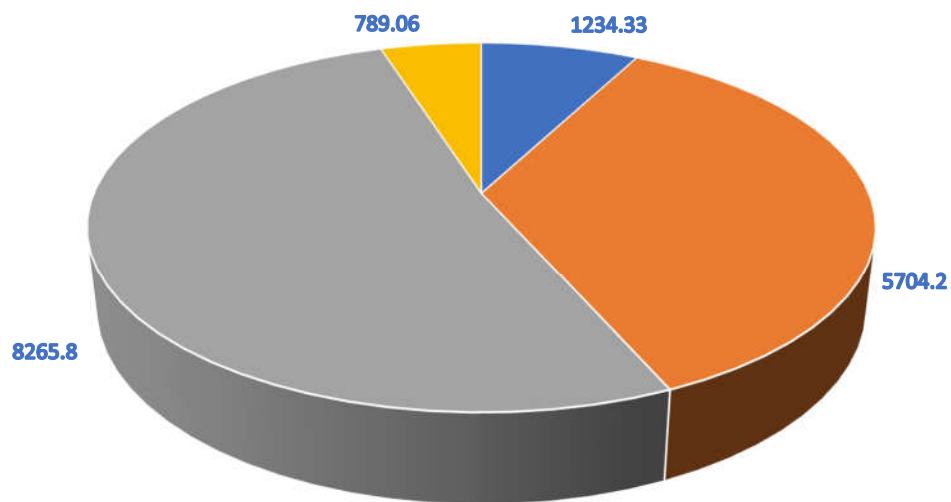


Table 02 shows that the F-ratio for the main effect of spiritual intelligence is 1.5643, which indicates no significant effect at the 0.05 level. This shows that there is no significant effect of spiritual intelligence on sociogenic need satisfaction of PG students. So, the hypothesis was

selected. It can be said that spiritual intelligence does not affect positive sociogenic need. This may lead to students disconnecting from a deeper sense of meaning, purpose, social drive, and a weak inner self, and also results in difficulty in contributing to the social world and in daily life activities. So, the reason would be that these needs are more shaped by external factors like friendships, academic environment, or social support in students, rather than inner qualities like self-awareness or spiritual depth.

Furthermore, it is clear that the F-ratio for the subject stream is 7.229, which is found to be significant at the 0.01 level. Hence, there is a significant effect of subject stream on positive need satisfaction among PG students. So, the hypothesis was rejected. So, the reason would be that the subject stream influences positive need satisfaction among PG students, based on theoretical assumptions that academic disciplines shape students' psychological and social experiences. Investigating this relationship helps identify stream-specific factors that may enhance student well-being.

It is also clear that the first-order interaction effect of SQ*SS is 10.475, found to be significant at the 0.01 level. This shows that there exists a significant interaction effect of spiritual intelligence and subject stream on positive need satisfaction in PG students. So, the hypothesis was rejected. This means that the influence of spiritual intelligence is not the same for all students—it depends on what subject they study. The reason would be that the students in the arts might use spiritual intelligence more to connect with others, while science students may rely on different skills. And logics.

Spiritual Intelligence and Negative Need Satisfaction: To check the significant effect and the interaction Effect of these hypotheses through the F-test:

H4 There is no significant effect of spiritual intelligence on negative need satisfaction in post-graduation students.

H5 There is no significant effect of Subject Stream on negative need satisfaction in post-graduation students

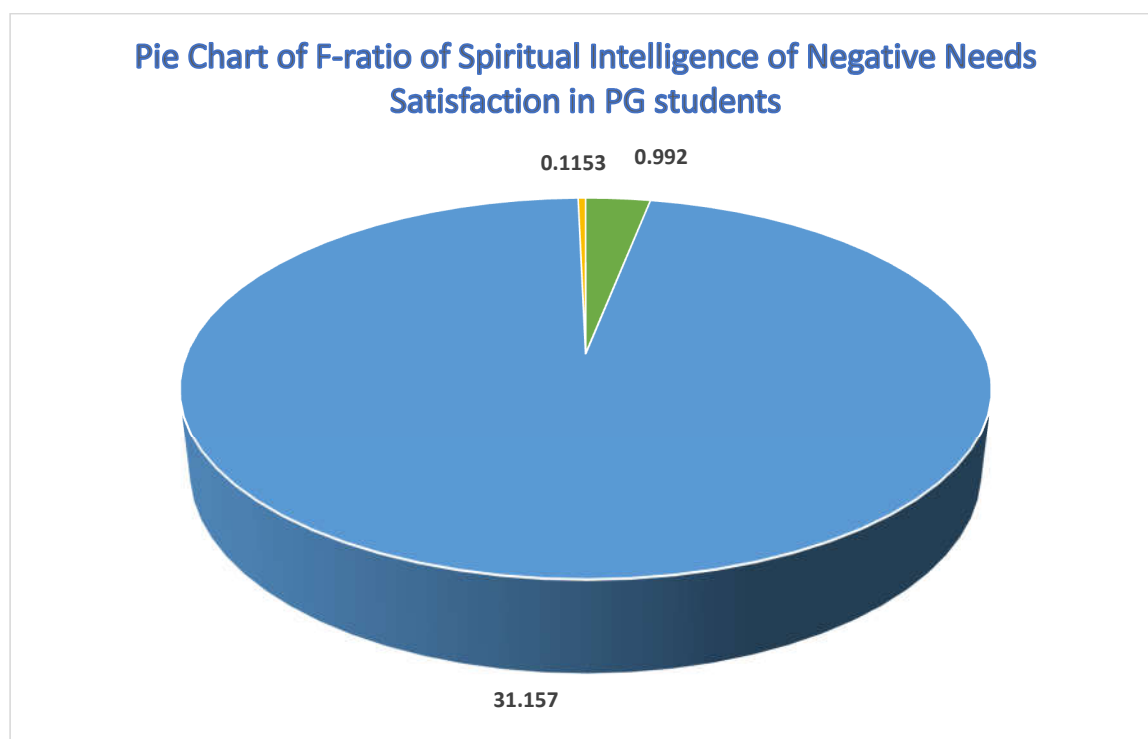
H6 There is no significant interaction effect of spiritual intelligence and subject stream on negative need satisfaction in post-graduation students.

Table 03

Summary of ANOVA for the effect of spiritual intelligence on negative need satisfaction:

S.No		SS	Df	MS	F	Significance
1	SQ	1656.52	2	828.26	0.992	NS
2	SS	26004.16	1	26004.16	31.157	S
3	SQ*SS	92.62	2	96.31	0.1153	NS
4	Within	15114.59	90			
Toal		102967.93	95			

NS: Not significant; N: Significant at 0.01 level



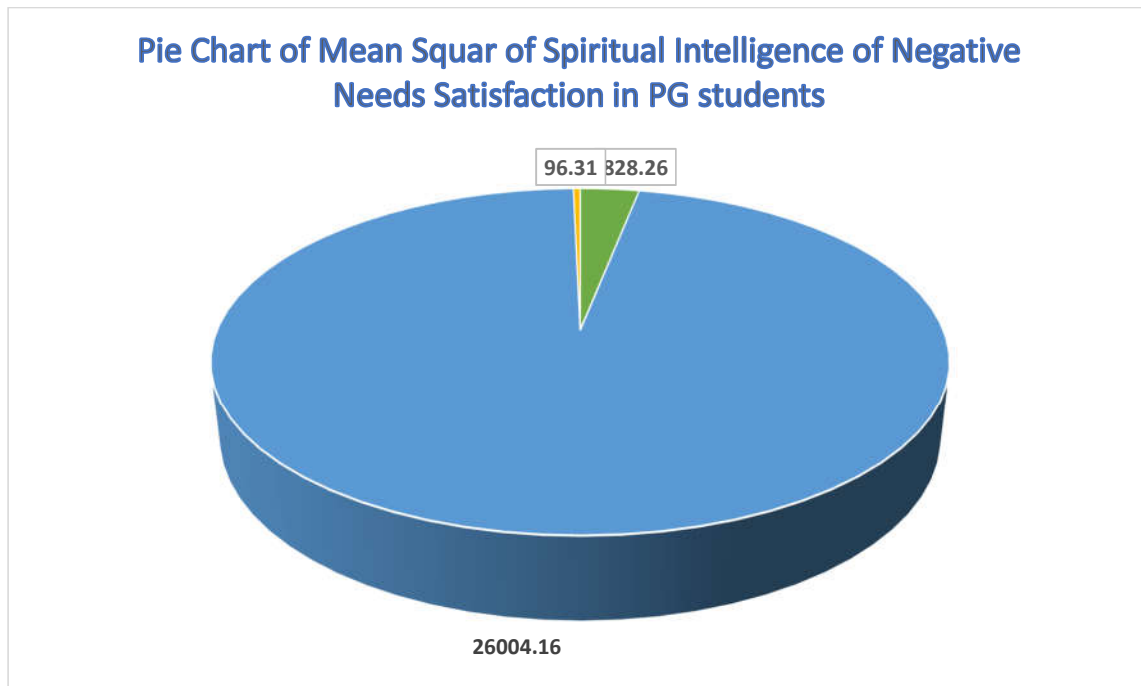


Table 03 shows that the F-ratio for the main effect of spiritual intelligence on negative sociogenic need satisfaction is 0.992, which is not found to be significant at the 0.05 level. This shows that there is no significant effect of spiritual intelligence on negative need satisfaction in PG students. So, the hypothesis was rejected. The reason behind this would be that PG students may be more influenced by external pressures like academic stress and career uncertainty, which overshadow the impact of spiritual intelligence.

It is clear from the above table that the F-ratio for the subject stream is 31.157. This shows that there is a significant effect of the subject stream on negative need satisfaction in PG students. So, it is clear that the hypothesis was selected. The reason may be that the logical thinking of science students may be better, or science students find an appropriate understanding of their work. Science students often develop stronger analytical and problem-solving skills, which may help them manage negative social pressures more effectively.

It is also clear from the above table that the F-ratio is 0.1153, which is not found to be significant at the 0.05 level. This shows that there exists no significant SQ*SS interaction effect of spiritual intelligence and subject stream on negative need satisfaction in PG students. It can be assumed that they have a high intelligence quotient or socioeconomic status. The reason would be that PG students may possess uniformly high cognitive abilities or socio-economic backgrounds, minimising variation across subject streams and spiritual intelligence levels.

Conclusion:

Modern society is increasingly marked by a decline in emotional and spiritual intelligence. The pursuit of materialistic goals and instant gratification—whether through food, alcohol, drugs, or gambling—often reflects a deeper sense of emptiness. These coping mechanisms can erode moral values, weaken family bonds, diminish community engagement, and ultimately lead to a loss of inner peace and life purpose. Against this backdrop, the present study explores how spiritual intelligence and academic subject streams influence sociogenic need satisfaction among post-graduate students. The findings reveal that spiritual intelligence functions not merely as an internal guide but as a transformative force that fosters interpersonal fulfillment, a sense of belonging, and meaningful engagement within academic settings. Importantly, the study highlights that sociogenic needs are shaped by the nature of one's academic discipline. Students in humanistic fields tend to exhibit deeper spiritual engagement and stronger social connectivity, whereas those in technical or professional streams may prioritise different dimensions of growth and interaction.

These insights underscore the need for educational institutions to nurture spiritual intelligence alongside academic development. Doing so can help students cultivate inner resilience, ethical awareness, and a stronger sense of community—qualities essential for navigating the complexities of modern life.

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