

AValue CONFLICT AND SPIRITUAL INTELLIGENCE OF CROSS-CULTURAL UNDERGRADUATES

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Abstract

In the present study the investigator attempts to find out significant relationship between Value conflict and spiritual intelligence among cross-cultural undergraduates. The investigator has used two self constructed Scales, a Scale on Value Conflict and also a Scale on Spiritual Intelligence for data collection. The sample consists of 150 cross-culture undergraduates from three different countries, 50 Indians, 50 Bhutanese and 50 undergraduates from Zambia. In this study purposive sampling technique was employed to draw the sample. The major finding of the study reveals that there exists a significant relationship between value conflict and spiritual intelligence of cross-cultural undergraduates

Keywords: *value conflict, spiritual intelligence, cross-culture, undergraduates*



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Introduction

A value is a belief, a mission or a philosophy that is meaningful whether we are consciously aware of them or not and a conflict is a state of opposition between ideas, interests etc. It is a state of mind in which a person experiences a clash of opposing feeling Conflict is a serious incompatibility between two or more opinions. Whenever two or more incompatible goals,

motives, activities or impulses are active at the same time in relation to desire or pro-social aspects of well being of the humanity, they are said to value conflict. Cross cultural is interacting with or comparing two or more cultures and understanding their values, beliefs and norms. Spiritual intelligence is the expression of innate spiritual qualities through thoughts, attitudes and behaviours. Spiritual intelligence exists as a potential in all people and can be cultivated by a variety of practices or training. It is the ability to sense a spiritual dimension of life. In addition, spiritual intelligence allows one to solve particular types of problems, primarily those of a spiritual or moral nature.

Significance of the Problem

Values have major influence on a person's behaviour and attitude and serve as broad guidelines in all situations. Values help in holistic development of an individual. But sometime an individual may fall in a state of opposition between ideas, interests etc. It may be a state of mind in which a person experiences a clash of opposing feelings which is known as conflict. In such situations spiritual intelligence may help a person in handling those situations as spirituality is the knowledge of yourself as spiritual and understanding of your highest spiritual qualities and attributes, which are love, peace, purity and bliss. In case of cross cultural students the problem of value conflicts often arises and spiritual intelligence helps the students in adjusting with changing circumstances.

Objectives

1. To study relationship between value conflict and spiritual intelligence of cross-cultural undergraduates.
2. To find out significant difference in value conflict of cross- cultural undergraduates.
3. To find out significant difference in spiritual intelligence of cross- cultural undergraduates.

Hypotheses

1. There exists no significant relationship between value conflict and spiritual intelligence of cross-cultural undergraduates.
2. There exists no significant difference in value conflict of cross-cultural undergraduates.
3. There exists no significant difference in spiritual intelligence of cross-cultural undergraduates.

Methodology

The investigator has adopted descriptive research method to study the value conflict among cross-cultural undergraduates in relation to their spiritual intelligence.

Sample

In this study purposive sampling technique was employed to draw the sample.

Investigator had taken the sample of 150 cross-cultural undergraduates from Lovely Professional University.

Tools

The investigator has used for the study;

1. Self constructed scale on value conflict.
2. Self constructed scale on spiritual intelligence.

Statistical Techniques

The investigator used the following statistical techniques For analysis and interpretation of the data:

1. Correlation
2. Analysis of variance (ANOVA)

Analysis And Interpretation

Table.1: Showing relationship between Value conflict and Spiritual intelligence of cross-cultural undergraduates

Variable	N	Mean	df	Coefficient of correlation
Value conflict	150	75.42	148	0.46
Spiritual Intelligence	150	117.44		

Table 1 shows the mean score of value conflict is 75.42 and mean score of spiritual intelligence is 117.44 and coefficient of correlation is found to be 0.46, whereas tabulated value at 148 df 0.208 at 0.01 level of significance. It means our calculated value is more than tabulated value which signifies that there exists significant relationship between value conflict and spiritual intelligence of cross-cultural undergraduates.

Hence, the hypothesis that there exists no significant relationship between value conflict and spiritual intelligence of cross-culture undergraduates is not accepted. Nasel 2004 also tends to focus on the application of spiritual intelligence for meaning, purpose and existential understanding. He also suggests that spiritual intelligence is more closely related with intuition, insight and wisdom.

Table 2: Showing difference in Value Conflict of cross-cultural undergraduates

Source of variance	df	SS	MSS	F value
Between Groups	2	672.28	336.14	
Within Groups	147	40755.26	277.24	1.21
Total	149			

The findings of the above table 2 indicates that the values of sum of squares between groups and within the groups have been found to be 672.28 and 40755.26 respectively and the values of mean sum of squares between group and within groups have been found to be 336.14 and 277.24. The calculated F-value is 1.21 which is less than table value 3.06 at 0.05 level of significance. Thus the null hypothesis there exists no significant difference in value conflict of cross-cultural undergraduates is accepted.

The reason of the findings may be that cross-cultural undergraduates have the same perception of things and also may have same value pattern. Because of having same values regarding different things there is no significant difference in Value Conflict of cross-cultural undergraduates.

Table 3: Showing difference in Spiritual intelligence of cross-cultural undergraduates

Source of variance	df	SS	MSS	F value
Between Groups	2	4058.66	2029.33	
Within Groups	147	17754.42	120.77	16.80
Total	149			

The findings of table 3 indicates that the values of sum of squares between groups and within the groups have been found to be 4058.66 and 17754.42 respectively and the values of mean squares between groups and within groups have been found to be 2029.33 and 120.77. The calculated F-value 16.80 is greater than the table value at 0.01 level of significance. Thus the hypothesis that

there exists no significant difference in Spiritual intelligence of cross-cultural undergraduates is not accepted.

Table 4: Showing difference in Value Conflict among cross-cultural undergraduates having high Spiritual Intelligence.

Source of variance	df	SS	MSS	F value
Between Groups	2	5967.64	2983.82	
Within Groups	44	555070.12	12615.23	0.23
Total	46			

The findings of table 4 indicates that the values of sum of squares between groups and within the groups have been found to be 5967.64 and 555070.12 respectively and the values of mean squares between groups and within groups have been found to be 2983.82 and 12615.23. The calculated F-value 0.23 is less than the table value at 0.05 level of confidence. Thus the null hypothesis that there exists no significant difference in value conflict among cross-cultural undergraduates having high spiritual intelligence is accepted.

Table 5: Showing difference in Value Conflict among cross-cultural undergraduates having low Spiritual Intelligence.

Source of variance	df	SS	MSS	F value
Between Groups	2	19776.42	9888.21	
Within Groups	38	310956.26	8183.05	1.20
Total	40			

The findings of table 3.5 indicates that the values of sum of squares between groups and within the groups have been found to be 19776.42 and 310956.26 respectively and the values of mean squares between group and within groups have been found to be 9888.21 and 8183.05. The calculated F-value 1.20 is less than the table value at 0.05 level of confidence. Thus the null hypothesis that there exists no significant difference in value conflict among cross-cultural undergraduates having low spiritual intelligence is accepted.

Conclusions

The following conclusions have been drawn on the basis of present investigation which was conducted to probe into the value conflict among cross-cultural undergraduates in relation to their spiritual intelligence.

1. There exists significant relationship between value conflict and spiritual intelligence of cross-cultural undergraduates.
2. There exists no significant difference in value conflict of cross-cultural undergraduates.
3. There exists significant difference in spiritual intelligence of cross-cultural undergraduates.

Suggestions For Further Research

The researcher by virtue of his experience in the field of study humbly offers the following suggestions for further research that could be undertaken by perspective researchers.

1. Similar study can be undertaken on cross-cultural graduates and post graduates also.
2. Causes of value conflict may be scaled for focusing the attention of educationists, researchers and planners.
3. Emotional Intelligence as variable can be considered for the same study.

Recommendations

After doing research, Investigator found that there exists a high level of Value conflict among cross-cultural undergraduates. At home, parents should be deeply concerned with the problems of their children. Parents should behave in friendly manner when finding children in problems. A deep sense of understanding and cooperation should be there between parents and children. In educational institutions, teachers should also try to understand the problems of the students and should help them to overcome their problems by giving them keen assistance and suggestions. They should act like friends and guides. School should hold seminars on values, which may help the adolescents to cope with their value conflicts. Value based and spirituality related curriculum should be introduced in the colleges. Students should be made aware of their value system and how to achieve them. Teacher should be a role model to the students so that students could incorporate the values that they observe in them. Students should be made clear of their aims of lives by their teachers

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