JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

The Interplay of Spiritual Values and Academic Success: An Empirical Study of Post-Graduate Students in Tripura

[1]S. Majumder, [2]B. Shil and [3]S. Saha

[1]Guest Faculty, Department of Education, Bir Bikram Memorial College, Agartala, 799004, Tripura, India,
[2]Research Scholar, Department of Statistics, Tripura University, Agartala, 799022, Tripura, India.
[3]Guest Faculty, Department of Education, Swami Vivekananda Mahavidyalaya, Agartala, 799211, Tripura, India,

Abstract

The present study was conducted to estimate the spiritual values of P.G. students in relation to their academic achievement. The sample site of this study was 200 students of the Tripura University of Tripura state selected by adopting a simple random sampling technique. A spiritual values scale, developed by Fauzia Nazam & Akbar Husain was used to find out the spiritual values among PG students. Students results were considered as academic achievement. To analyze and interpret the data mean, SD, t-test and Pearson product correlation were used. The findings revealed that there was no significant difference between boys and girls on spiritual values. No significant difference was found between Arts and Science PG students in terms of spiritual values. A positive correlation was found between spiritual values and academic achievement of PG students. Findings also show that there is no significant difference between regular and distance-mode students on spiritual values. This study is useful for the students, teachers, policymakers, and other government officials.

Keywords: Spiritual values; Spiritual values scale; t-Test.

1. INTRODUCTION

"Spiritual values, which encompass passionate, humanistic, divine, and altruistic principles, are fundamental to human nature and foster spiritual growth and development in individuals. "Altruistic values include values that foster a person's spiritual development, such as unity, charity, modesty, love, sincerity, kindness, repentance, and faith in God. Personal values are beliefs such as self-government, self-renunciation, humanism, righteousness, silence, dedication, and tolerance that help an individual become perfect and feel energized in interpersonal relationships. Humanistic values are those that form our frameworks and the standards by which we evaluate and communicate with one other. Qualities-honesty, righteousness, forgiveness, attribute, manliness, caliber, and wisdom are more beneficial for preserving human honor. Divine principles support our love for God and principles of devotion to him. Like affection and generosity. Lastly, having effective values promotes and preserves inner peace. It can take on features like sacredness, awareness, vision, wisdom, love, purpose, and searching for life's meaning, purpose, worth, and truth. From a spiritual perspective centered beliefs can offer direction for a sustainable way of life and the welfare of those around us. Spirituality that is associated with other ideas, such gratification, modesty, and emotionalism. Belief in connecting humans with the benevolent divine power present in the universe is known as spirituality. Similarly, it is also thought that faith has a significant impact on life's pressures. When we try to control, lessen, or tolerate our own issues, spiritual ideals assist us in finding solutions. Spiritual values are those that uplift our spirits, inspire us to worship, and establish conscious—or perhaps unconscious—connections with the paranormal. It is how we regard our own God, whether we follow any laws, such as praying before eating, or if we observe any customs, such as wazoo before Namaz. When it comes to religion and spirituality, our representation of our beliefs is based on spiritual ideals. "By fostering spiritual development in students, we can empower them to navigate the challenges of our rapidly evolving technological society with increased calm and resilience. This, in turn will

cultivate a new generation of compassionate, globally conscious, and socially responsible individuals committed to creating a more just world." One should have to cultivate mental clarity, concentrate, and a hard mindset in order to establish spiritual values. Within Indian philosophy, the acquisition of spiritual values can be accomplished through three paths: Janna yoga, Karma yoga, and Bhakti yoga. Spiritual issues may be covered in undergraduate course curriculums in along with materialistic issues. Whenever it involves spiritual development, the teacher must be extremely significant. Several of the various strategies include the self-centered approach. Postgraduate students' spiritual values can be developed through the use of the following approaches: objective positive, integrated approach, critical inquiry method, and entire ambiance approach. Educators can use any of these methods to help graduates develop spiritual values.

2. RESEARCH METHODOLOGY

The descriptive survey method was utilized to gather appropriate information for the current investigation. The study's population consisted of all of Tripura University's postgraduate students.

2.1. Data and Sources of Data

For this study secondary data has been collected from the 200 postgraduate students from Tripura University, both boys and females, were chosen as the sample for this study. Simple random sampling techniques were used to choose an appropriate sample.

2.2. Statistical tools and econometric models

The "Spiritual Values Scale," developed by Dr. S.M. Khan, Prof. Akbar Husain, and Fauzia Nazam, was adopted by the researcher in the current investigation.

3. ANALYSIS AND INTERPRETATION OF DATA

In accordance with the study's goals, statistical analysis and hypothesis testing were conducted. The results are arranged in accordance with the objectives' sequence below.

Objective 1: To explore the gender disparities between over spiritual values among post graduate students.

Ho1. The study revealed no distinction in spiritual values between male and female postgraduate students.

Table no.1: presents the differences in spiritual values between male and female postgraduate students.

Category	N	Mean	SD	df	't' Value	Level of significance	Remarks
Male	95	110.78	14.38	198	0.6315	0.05	Not significant
Female	105	109.72	8.84				

Interpretation: Outcome of the independent samples t-test stated no significant disparity in spiritual values among male (M=110.78) and female (M=109.72) postgraduate students (0.6315), p>0.05. This finding supports the null hypothesis, indicating no significant gender difference in spiritual values.

Objective 2: to compare the spiritual values among the arts and science stream post-graduate students.

Ho2. No notable difference found between Arts and Science post graduate students on spiritual values.

Table no.2: showing the table of different values of arts and science post graduate students in Tripura.

Category	N	Mean	SD	df	't' Value	Level of significance	Remarks
Arts	114	109.79	8.98	198	0.56328	0.05	Not significant
Science	86	110.80	14.74				

Interpretation: the results presented in table 2 indicate no significant difference in spiritual values between arts and science postgraduate students (t=0.56328, p>0.05).Mean scores for Arts and Science students were 109.79(SD=8.98) and 110.80(SD=14.74, respectively.

Objective 3: to study the spiritual values of post graduate student and it's relation to their academic performance.

Ho3. There is no significant relevance exists among spiritual values and academic achievement of post graduate students.

Table no. 3: showing the table of relationship exists among spiritual values and academic achievement of post graduate students.

Variable	No of the students	r value	df	Level of Significant	remarks
Spiritual value	50	0.04	48	0.05	Not Significant
Academic Achievement					Positive & Very low

Interpretation: the results presented in table 3 reveal no significant correlation (r=0.04, p>0.05) among the two variables, indicating a very weak relationship.

Objective 4: to study on difference between distance and regular post-graduate students on spiritual values.

Ho4.There will no significant difference between the student studying in regular and distance mode on spiritual values.

Table no. 4: Showing the table of difference between the student studying in regular and distance mode on spiritual values.

Mode	N	Mean	SD	df	't' value	Level of significance
Regular	147	110.56	11.76	198	0.6771	0.05
Distance	53	109.28	11.91			Not Significant

Interpretation: table 4 presents the mean spiritual values scores for regular (110.56) and distance (109.28) postgraduate students. The independent samples t-value of 0.6771 which is less than the critical values of 1.97 (p<0.05)and 2.60 (p<0.01).Since the calculated t-value is smaller than the table values, the null hypothesis -stating no significant difference is spiritual values between regular and distance postgraduate students -is accepted. Therefore we conclude that in this place no statistically meaningful variety in spiritual values of regular and distance post graduate students.

4. CONCLUSION

Study on spiritual values among postgraduate students and their relationship to academic accomplishment is the topic of the current investigation. This study is being carried out at a single university in the West Tripura district of Agartala. A sample of 200 post graduate students from Agartala west Tripura comprising 105 females and 95 male candidates was selected for the study. A total of 200 postgraduate students were chosen, 95 of whom were men and 105 of whom were women. The goal of the current study was to determine how postgraduate students' spiritual values varied with regard to pursuing higher education. Initially, we used the "t" test analysis to determine the differences in spiritual values. We discovered that there were differences between male

and female students, between science and arts students, between regular and distance modes, and between academic achievement and postgraduate students' spiritual values. We also discovered that these differences could be analyzed using the "coefficient of correlation." The current study set out to investigate postgraduate students' differing spiritual values in more detail. 200 male and female students engaged in higher education programs in west Tripura represent the sample.

Based on this research, the researchers discovered at that place no difference in spiritual values between male and female students, regular and distance PG students, arts and science students and there is a very low relationship between spiritual values and academic achievement through this study.

ACKNOWLEDGMENT

This paper is not funded by any external agency or institution. It is a great honour for me to thank my supervisor, Dr. Tinku De (Gope), an associate professor in the Department of Education at Tripura University, whose unwavering support and knowledgeable advice made this research project worthwhile and who gave me confidence through her words of encouragement.

REFERENCES

[1] Gnanaprakash, C. 2013. Spirituality & Resilience among Post-Graduate University Students. Journal of Health Management, 15(3): 383-396.

[2] Deputies, et al. 2016. Spiritual Attitudes & Values in Young Children. Mont view Liberty University Journal of Undergraduate Research, 2(1): 11.

[3] Nazam, F and Husain, A. 2016. Exploring Spiritual Values among School Children. International Journal of School and Cognitive Psychology, 3(2): 2469-9837.

[4] Zhiyenbayeva, N.B. et al. 2013. Experimental Study of Students Spiritual-moral development, Elsevier Ltd. Open access under CC BY-NC-ND license, 1877-0428.

[5] Cieciuch, J. 2011. Integration of Schwartz's value theory & Scheler's concept of values in research on the development of structures of values during adolescence. Polish Psychological Bulletin, 42(4): 205-219.

[6] Koscielniak, M and Bojanowska, A. 2009. The role personal values & student achievement in academic dishonesty. Frontiers in psychology, 10: 1-7.

[7] Donald, A., Cheer, J.L. and David, W. 2018. Introduction to Research in Education. Mexico. Nelson Education, Ltd.

[8] Louis, C., Lawrence, M. and Keith, M. 2011. Research Methods in Education. USA & Canada. Routledge (Taylor & Francis Group) London and New York.

[9] Nirmala, J. 2012. Psychology of Learning & Human Development. Sultan Bazaar, Hyderabad. NEELKAMAL PUBLICATION PVT. LTD.

[10] Goswami, M. 2011. Measurement & Evaluation in Psychology & Education. New Delhi, Hyderabad. NEELKAMAL PUBLICATION PVT. LTD.