

The Influence of Value Education on Emotional Intelligence, Spiritual Intelligence, and Academic Performance among Business Graduates

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Abstract—The increasing complexity of the global business environment demands graduates who are not only technically competent but also emotionally resilient, ethically grounded, and purpose driven. This study examines the influence of value education on emotional intelligence (EI), spiritual intelligence (SI), and academic performance among business graduates. Drawing on a mixed conceptual-empirical framework, the paper synthesizes existing literature and proposes an integrative model linking value education with cognitive and non-cognitive outcomes. Emotional intelligence is conceptualized as a mediator between value-based learning and academic achievement, while spiritual intelligence is considered a deeper construct influencing ethical decision-making and purpose orientation. The findings suggest that value education significantly enhances EI and SI, which in turn contribute to improved academic performance, interpersonal competence, and long-term professional readiness. The study highlights the need for embedding value-based pedagogy within business curricula to foster holistic development. Implications for curriculum design, policy, and future research are discussed.

Index Terms—Value Education, Emotional Intelligence, Spiritual Intelligence, Academic Performance, Business Graduates, Higher Education

I. INTRODUCTION

Contemporary business education has traditionally emphasized analytical rigor, technical proficiency, and competitive performance. However, recent global challenges including ethical failures, corporate scandals, and leadership crises have exposed the

limitations of purely skill-based education. Increasingly, scholars argue for a more holistic approach that integrates values, emotional awareness, and ethical reasoning into professional training. Value education has emerged as a critical dimension in this discourse, offering a framework for cultivating integrity, empathy, and social responsibility (Halstead & Taylor, 2000). Simultaneously, constructs such as emotional intelligence (EI) and spiritual intelligence (SI) have gained prominence in understanding individual effectiveness and leadership potential. While EI focuses on emotional regulation and interpersonal competence, SI extends to meaning-making, ethical consciousness, and existential reflection (Zohar & Marshall, 2000). This study seeks to explore the interconnected influence of value education on EI, SI, and academic performance among business graduates. It argues that these constructs are not independent but mutually reinforcing, contributing to both academic success and professional preparedness.

II. REVIEW OF LITERATURE

2.1 Value Education in Higher Education

Value education has gradually moved from the margins of academic discourse to a position of growing importance within higher education. Traditionally, universities were viewed primarily as spaces for intellectual development and skill acquisition. However, this narrow focus has increasingly been questioned, particularly in

professional fields such as business education, where decisions often carry ethical, social, and economic consequences. At its core, value education is concerned with nurturing moral reasoning, ethical sensitivity, and a sense of social responsibility among learners (Halstead & Taylor, 2000). It is not merely about instructing students on what is right or wrong, but about enabling them to critically engage with complex moral dilemmas. In this sense, value education operates less as a prescriptive framework and more as a reflective process encouraging students to examine their beliefs, question assumptions, and develop an internal moral compass.

In the context of business education, the relevance of value education becomes even more pronounced. The corporate world has witnessed numerous instances where technically competent professionals failed due to ethical lapses. These realities have prompted educators to rethink the purpose of management education. Increasingly, value-based learning is being linked to the development of ethical leadership, corporate accountability, and sustainable decision-making practices. What is particularly noteworthy is that value education does not function in isolation. Its influence often extends into other domains of student development, shaping how individuals perceive themselves, relate to others, and interpret success. This broader impact becomes evident when we examine its relationship with emotional and spiritual intelligence.

2.2 Emotional Intelligence and Academic Performance

The growing interest in emotional intelligence (EI) reflects a broader shift in how success is understood within educational and professional settings. The work of Daniel Goleman played a pivotal role in bringing EI into mainstream discourse, challenging the long-standing dominance of cognitive intelligence as the primary predictor of success (Goleman, 1995). Emotional intelligence encompasses a set of interrelated competencies, including self-awareness, self-regulation, empathy, motivation, and social skills. These are not abstract qualities; they manifest in everyday academic life. A student who can recognize and manage anxiety before an examination, collaborate effectively in group projects, or respond constructively to feedback is, in effect, demonstrating emotional intelligence.

Empirical research has consistently shown that EI is positively associated with academic performance. Parker et al. (2004), for instance, found that students with higher emotional intelligence were better able to adapt to the transition from school to university, a period often marked by stress and uncertainty. Similarly, Brackett et al. (2011) highlighted the role of EI in enhancing engagement, reducing emotional distress, and improving overall academic outcomes. What deserves closer attention, however, is how these emotional competencies are developed. They are rarely acquired through conventional lectures or examinations. Instead, they emerge through experiences that encourage reflection, interpersonal interaction, and ethical consideration. This is where value education plays a subtle yet significant role. By fostering empathy, encouraging self-reflection, and emphasizing ethical awareness, value education creates an environment in which emotional intelligence can flourish.

2.3 Spiritual Intelligence and Ethical Development

While emotional intelligence addresses the management of emotions, spiritual intelligence (SI) introduces a deeper dimension one that relates to meaning, purpose, and ethical consciousness. The concept, articulated by Danah Zohar and Ian Marshall, expands the understanding of human intelligence beyond cognitive and emotional domains (Zohar & Marshall, 2000). Spiritual intelligence is often described as the capacity to ask fundamental questions about life: Why am I doing what I am doing? What values guide my decisions? What impact do my actions have on others? These questions may not always find immediate answers, but the very act of engaging with them fosters deeper awareness and ethical sensitivity.

Research suggests that individuals with higher levels of spiritual intelligence tend to exhibit greater resilience, especially in the face of uncertainty and adversity (King, 2008). They are also more likely to demonstrate ethical behavior, as their decisions are guided not merely by external rewards but by internalized values and a sense of purpose. In educational settings, the role of spiritual intelligence is often underexplored, perhaps because it is perceived as abstract or difficult to measure. Yet its influence is far from intangible. Students who possess a clear sense of purpose are generally more motivated, more

engaged, and more persistent in their academic pursuits. They are less likely to view education as a means to an end and more likely to see it as part of a larger journey of personal and professional growth.

Value education contributes significantly to the development of spiritual intelligence by creating spaces for reflection, dialogue, and ethical inquiry. It encourages students to move beyond surface-level learning and engage with deeper questions about identity, responsibility, and meaning.

2.4 Interrelationship among Value Education, Emotional Intelligence, and Spiritual Intelligence

When examined together, value education, emotional intelligence, and spiritual intelligence reveal a complex and interdependent relationship. Rather than functioning as separate constructs, they appear to reinforce and enrich one another in meaningful ways. Value education can be understood as the foundation upon which both emotional and spiritual intelligence are built. It provides the ethical framework that shapes how individuals interpret their experiences and respond to challenges. Emotional intelligence, in turn, governs how these values are expressed in interpersonal contexts how individuals communicate, empathize, and manage conflict. Spiritual intelligence adds yet another layer, offering a broader perspective that connects individual actions to larger purposes and ethical considerations.

To illustrate this interplay, consider a business student faced with an ethical dilemma during a project. Value education informs their understanding of what is right or fair. Emotional intelligence enables them to navigate the situation sensitively, taking into account the perspectives of others. Spiritual intelligence allows them to reflect on the broader implications of their decision, aligning it with their sense of purpose and integrity. Emerging scholarship increasingly supports this integrated perspective. Studies suggest that students who are exposed to value-based education tend to exhibit higher levels of both EI and SI, which in turn contribute to improved academic performance and professional readiness. Importantly, this relationship is not linear but dynamic, with each component influencing and reinforcing the others over time. In this light, the role of value education extends far beyond moral instruction. It becomes a transformative force that shapes not only what

students know, but how they think, feel, and ultimately act in the world.

III. METHODOLOGY

3.1 Research Design

The present study adopts a conceptual-analytical research design, situated within an interpretive and integrative research tradition. Rather than relying solely on primary data collection, the study seeks to build a theoretically grounded understanding of how value education influences emotional intelligence (EI), spiritual intelligence (SI), and academic performance among business graduates. At one level, the research is conceptual, as it aims to develop and refine relationships between constructs that have often been examined in isolation. At another level, it is analytical, as it systematically engages with existing empirical findings to identify patterns, consistencies, and gaps in the literature. This dual orientation allows the study to move beyond mere description and toward synthesis.

A systematic review approach underpins this design. While not strictly a meta-analysis, the review follows a structured and transparent process of identifying, selecting, and interpreting relevant studies. In doing so, it incorporates insights from both quantitative research (e.g., studies measuring EI and academic outcomes) and qualitative inquiries (e.g., explorations of value-based learning and ethical development). These diverse strands of evidence are then brought together to construct a coherent theoretical model. This approach is particularly appropriate given the multidimensional nature of the constructs under study. Emotional intelligence, spiritual intelligence, and value education each operate at different levels psychological, ethical, and philosophical making a purely empirical design insufficient for capturing their interconnectedness.

3.2 Data Sources

The study relies on secondary data drawn from established academic sources, ensuring both credibility and scholarly rigor. A wide range of peer-reviewed journal articles, academic books, and conference proceedings were consulted to build a comprehensive understanding of the topic. Data were primarily sourced from recognized academic databases, including Scopus, Web of Science, and Google Scholar, which collectively provide extensive

coverage of interdisciplinary research. These databases were selected not only for their accessibility but also for their reputation in indexing high-quality scholarly work.

Inclusion criteria were defined to enhance the quality of the review:

- Publications in peer-reviewed journals
- Studies published in English
- Research with clear theoretical or empirical relevance to the variables under study

At the same time, efforts were made to include both foundational works (e.g., early conceptualizations of EI and SI) and recent studies, thereby balancing historical depth with contemporary relevance.

3.3 Analytical Framework

To make sense of the diverse body of literature, the study employs a thematic analysis approach. This method allows for the identification and organization of recurring patterns across studies, without reducing the richness of individual contributions.

The analysis proceeded through multiple stages. Initially, relevant studies were carefully read and coded, with attention to key concepts, findings, and theoretical arguments. These codes were then grouped into broader themes, reflecting the central focus of the study.

Three core analytical domains emerged:

1. Influence of Value Education on Emotional Intelligence

This theme captures how value-based learning environments contribute to the development of emotional competencies such as self-awareness, empathy, and emotional regulation.

2. Influence of Value Education on Spiritual Intelligence

This domain focuses on the role of value education in fostering meaning-making, ethical reflection, and purpose-oriented thinking.

3. Combined Impact on Academic Performance

The third domain examines how EI and SI, individually and collectively, influence academic outcomes, including engagement, motivation, and overall performance.

What distinguishes this analytical framework is its emphasis on interconnections rather than isolated effects. Instead of treating EI and SI as independent predictors, the study conceptualizes them as mediating

mechanisms through which value education exerts its influence on academic performance. This perspective allows for a more nuanced understanding of how educational experiences translate into measurable outcomes.

3.4 Conceptual Model

Based on the thematic synthesis, a conceptual model is proposed to illustrate the relationships among the key variables. The model positions value education as the foundational input, with emotional intelligence and spiritual intelligence functioning as mediating constructs that shape academic outcomes.

At a basic level, the model can be represented as:

- Value Education → Emotional Intelligence → Academic Performance
- Value Education → Spiritual Intelligence → Ethical Orientation → Academic Performance

The first pathway highlights the role of emotional intelligence in enhancing academic engagement, stress management, and interpersonal effectiveness. Students who develop higher EI are better equipped to navigate academic challenges and collaborative environments. The second pathway introduces a deeper dimension. Spiritual intelligence influences not only academic performance directly but also through ethical orientation a construct reflecting students' commitment to values, integrity, and purpose-driven action. This pathway suggests that academic success is not merely a function of skill or effort, but also of meaning and ethical alignment. Importantly, these pathways are not mutually exclusive. Rather, they operate in parallel and often interact. For instance, a student's ethical orientation (rooted in SI) may influence how they regulate emotions (an aspect of EI), thereby affecting academic behaviour. The model, therefore, reflects a holistic view of student development, where cognitive, emotional, and ethical dimensions are deeply intertwined.

IV. FINDINGS AND DISCUSSION

4.1 Influence of Value Education on Emotional Intelligence

The analysis reveals that value education significantly contributes to the development of emotional intelligence. Students exposed to value-based curricula demonstrate higher levels of self-awareness,

empathy, and emotional regulation. Reflective practices, ethical discussions, and experiential learning enhance emotional competencies, which are critical for academic engagement and collaboration. These findings align with previous research indicating that EI is positively correlated with academic success and psychological well-being (Brackett et al., 2011).

4.2 Influence of Value Education on Spiritual Intelligence

Value education also plays a crucial role in fostering spiritual intelligence. By encouraging introspection and ethical reasoning, it enables students to develop a sense of purpose and meaning. This, in turn, enhances resilience, motivation, and long-term orientation. Students with higher SI are more likely to approach learning with intrinsic motivation and ethical awareness, contributing to both academic and personal growth (King, 2008).

4.3 Impact on Academic Performance

The combined influence of EI and SI significantly improves academic performance. Students with strong emotional and spiritual foundations exhibit better stress management, higher engagement levels, improved interpersonal relationships, greater persistence in challenging tasks. Importantly, academic performance is redefined not merely as grades but as holistic competence, including critical thinking, ethical reasoning, and collaborative skills.

4.4 Integrated Perspective

The findings suggest that value education acts as a foundational driver that enhances both EI and SI, which together mediate academic success. This integrated perspective underscores the importance of moving beyond fragmented educational approaches toward a holistic model of student development.

V. IMPLICATIONS

The findings of this study extend beyond theoretical contributions and offer meaningful implications for curriculum design, pedagogical practice, and educational policy. At a time when business education is being re-evaluated for its relevance and societal impact, integrating value-based learning with emotional and spiritual development is no longer optional it is essential.

5.1 Curriculum Development

One of the most significant implications of this study lies in the need to rethink curriculum design within business schools. Traditionally, value education has been treated as an auxiliary or elective component often confined to standalone courses on ethics or corporate social responsibility. While such courses are important, their isolated placement limits their transformative potential. Instead, value education must be embedded across the curriculum, becoming an integral part of how subjects are taught rather than an additional topic to be covered. For example, finance courses can incorporate discussions on ethical investment and social impact, while marketing modules can engage students in debates around consumer manipulation and responsible communication. Similarly, leadership courses can move beyond strategy and performance metrics to include reflective inquiry into integrity, accountability, and purpose. Such integration ensures that values are not perceived as abstract ideals but as practical guides for decision-making. It also aligns with the understanding that emotional intelligence and spiritual intelligence develop most effectively in contexts where students are encouraged to reflect, question, and engage with real-world dilemmas.

5.2 Pedagogical Practices

Curriculum reform alone is insufficient without corresponding changes in pedagogy. The development of values, emotional intelligence (EI), and spiritual intelligence (SI) requires learning environments that are participatory, reflective, and experiential. Experiential learning methods such as case studies, role plays, simulations, and community engagement offer powerful avenues for this development. For instance, ethically complex case studies can prompt students to confront ambiguity and consider multiple perspectives. Role plays can help them practice empathy and emotional regulation in simulated business scenarios. Community-based projects, on the other hand, expose students to social realities, encouraging them to connect business knowledge with societal needs. Equally important is the role of reflective practices, such as journaling, group discussions, and guided self-assessment. These methods create space for introspection, enabling students to internalize their experiences and develop deeper self-awareness. Educators themselves play a

pivotal role in this process. Their approach to teaching, their responsiveness to students, and even their implicit value systems often serve as powerful, if unspoken, learning cues. In this sense, pedagogy becomes not just a method of instruction but a modelling of values in action.

5.3 Policy Implications

At the policy level, the study highlights the need for a systemic recognition of value education as a core component of higher education, particularly in professional programs such as business management. Educational frameworks and accreditation bodies often prioritize measurable academic outcomes, such as grades, placements, and research output. While these indicators are important, they do not fully capture the broader purpose of education.

Policymakers must therefore expand evaluation criteria to include holistic development indicators, such as ethical reasoning, emotional competence, and social responsibility. This may involve:

- Encouraging institutions to adopt interdisciplinary and value-integrated curricula
- Supporting faculty development programs focused on ethical and reflective teaching
- Promoting partnerships between educational institutions and community organizations

In the Indian context, where higher education is undergoing rapid expansion and reform, such policy shifts could play a crucial role in aligning educational outcomes with societal needs. More broadly, embedding value education within policy frameworks signals a commitment to nurturing not just skilled professionals, but responsible and reflective citizens.

VI. LIMITATIONS AND FUTURE RESEARCH

While the present study offers valuable insights, it is important to acknowledge its limitations. The research is primarily conceptual in nature, relying on secondary data and existing literature. Although this approach allows for theoretical integration and synthesis, it does not provide direct empirical validation of the proposed relationships. Another limitation lies in the contextual variability of the constructs under study. Concepts such as value education, emotional intelligence, and spiritual intelligence are shaped by cultural,

institutional, and individual factors. As such, the findings may not be uniformly applicable across different educational or socio-cultural settings.

These limitations point toward several avenues for future research.

First, there is a clear need for empirical studies that test the proposed conceptual model using quantitative methods such as regression analysis or structural equation modelling (SEM). Such studies could examine the strength and direction of relationships between value education, EI, SI, and academic performance. Second, longitudinal research designs would be particularly valuable in understanding how these constructs evolve over time. Rather than capturing a single moment, longitudinal studies can reveal how value-based learning influences students' emotional and spiritual development throughout their academic journey and into their professional lives. Third, cross-cultural studies could provide deeper insights into how value education operates in diverse contexts. Given that values are often culturally embedded, comparative research across regions or countries could help identify both universal patterns and context-specific dynamics. Finally, future research may also explore intervention-based approaches, examining the effectiveness of specific pedagogical strategies such as service learning or mindfulness training in enhancing EI, SI, and academic outcomes.

VII. CONCLUSION

The study highlights the transformative role of value education in shaping emotionally intelligent, spiritually aware, and academically competent business graduates. By fostering EI and SI, value education enhances not only academic performance but also ethical leadership and professional effectiveness. In an era marked by complexity and uncertainty, integrating values into business education is not merely desirable, it is essential.

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