

Effectiveness Of Spiritual Education in Enhancing Emotional Resilience and Academic Motivation Among College Students

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Abstract—The present study examined the effectiveness of spiritual education in enhancing emotional resilience and academic motivation among college students in Vizianagaram District of Andhra Pradesh. A quasi-experimental pre-test–post-test control group design was adopted. The sample consisted of 200 undergraduate students selected from degree colleges in Vizianagaram District. Of these, 100 students constituted the experimental group and 100 constituted the control group.

The experimental group participated in a structured Spiritual Education Programme consisting of mindfulness, self-awareness, meditation, gratitude, value clarification, emotional regulation, compassion, positive thinking and purposeful goal-setting activities. The control group continued with its regular academic activities. Emotional resilience and academic motivation were assessed before and after the intervention. Gender, locality, stream of study, type of management, year of study and family type were considered as demographic variables.

The data were analysed using Mean, Standard Deviation, paired-samples t-test, independent-samples t-test, Analysis of Variance and Pearson's correlation. The results showed that students who participated in the Spiritual Education Programme recorded significantly higher post-test scores in emotional resilience and academic motivation than the control group. A significant positive relationship was also observed between emotional resilience and academic motivation. The findings indicate that structured and non-denominational spiritual education can contribute to the emotional strength and academic motivation of college students.

Index Terms—Spiritual Education, Emotional Resilience, Academic Motivation, College Students, Vizianagaram, Andhra Pradesh.

I. INTRODUCTION

Education plays an important role in the overall development of an individual. The purpose of higher education is not only to provide knowledge and professional skills but also to prepare young people to deal with personal, emotional, social and academic challenges. College students are at an important stage of life in which they make decisions about education, employment, relationships and their future. Modern college students experience several forms of pressure. Examinations, competition, expectations from parents, financial difficulties, career uncertainty, social relationships and changing lifestyles may influence their emotional well-being. Students differ considerably in their ability to manage these difficulties. Some students recover quickly after failure or disappointment, whereas others find it difficult to regain confidence. Emotional resilience therefore has considerable importance in higher education. Emotional resilience refers to an individual's ability to manage emotional difficulties, adjust to stressful situations and recover from setbacks. Resilient students are better able to manage academic pressure, accept failure constructively and continue working towards their educational goals. Academic motivation is equally important. It represents the interest, willingness, effort and persistence of students in their learning activities. Highly motivated students generally participate actively in learning, complete academic tasks and work towards their educational goals. Indian research has shown that academic motivation is associated with several psychological and educational characteristics

among college students. Spiritual education offers another approach to the holistic development of students. Spiritual education in the present study was not associated with teaching or promoting any particular religion. It was understood as an educational process involving self-awareness, mindfulness, reflection, values, gratitude, compassion, emotional regulation, positive thinking and purpose in life. The present study therefore examined whether a structured Spiritual Education Programme could enhance emotional resilience and academic motivation among college students in Vizianagaram District.

II. NEED AND SIGNIFICANCE OF THE STUDY

College education is a transitional period between adolescence and adulthood. Students are expected to become increasingly independent and responsible while simultaneously meeting academic requirements. Emotional resilience is important during this period because students inevitably encounter difficulties. Poor examination performance, rejection, interpersonal conflicts and uncertainty about employment can affect their confidence and emotional stability. Students who possess greater resilience may be better equipped to interpret these experiences constructively. Academic motivation is also necessary for successful higher education.

A student may possess intellectual ability but may not achieve satisfactory educational outcomes without interest, persistence and willingness to learn. Research conducted in India has indicated that spirituality may have relevance to students' academic motivation and coping. Chandel and Teotia (2025), for example, studied 188 graduate and postgraduate students and found spirituality to be a significant predictor of intrinsic and extrinsic academic motivation and adaptive coping strategies. In Andhra Pradesh, considerable attention has also been given to yoga and well-being activities among students and the wider population. Large-scale yoga activities were conducted across Vizianagaram and other districts of north coastal Andhra Pradesh during 2025, illustrating the growing institutional attention given to practices connected with physical and mental well-being. However, limited research has examined the effectiveness of a structured spiritual education intervention on both emotional resilience and

academic motivation among college students in Vizianagaram District. The present study was undertaken to address this need.

III. REVIEW OF RELATED LITERATURE

Spiritual Education and Student Development

Spiritual education focuses on the inner development of individuals through self-awareness, meaning, values, reflection and responsible living. In educational settings, spirituality can be approached independently of organised religious instruction. Practices such as mindfulness, reflection and gratitude may encourage students to understand their emotions and thoughts. Such awareness can help them respond to stressful situations more constructively.

Emotional Resilience among Students

Resilience is generally understood as the ability to adapt positively to difficulties and recover from stressful experiences. College students require resilience because academic life frequently involves examinations, competition, changing relationships and uncertainty regarding future employment. Resilience does not mean the absence of negative emotions. Rather, resilient individuals can experience difficulties while maintaining or regaining effective functioning.

Academic Motivation among College Students

Academic motivation influences students' participation, persistence and achievement in education. Jolly (2024), in a study involving 120 college students, examined study habits and academic motivation and demonstrated the continuing relevance of motivation in understanding students' educational behaviour.

Sankar and Krishnan studied Indian college students and examined academic motivation together with impostor phenomenon and study engagement. Their research indicated significant relationships involving intrinsic academic motivation and also identified gender-related differences. Abraham and Arur studied 200 college students in Bengaluru and reported a moderately positive relationship between life satisfaction and academic motivation. Such findings suggest that academic motivation is related not only to classroom variables but also to wider psychological experiences.

Spirituality and Academic Motivation

Chandel and Teotia (2025) conducted an important Indian study on spirituality, academic motivation and coping strategies. Their sample consisted of 188 graduate and postgraduate students. Correlation and regression analyses indicated that spirituality significantly predicted higher intrinsic and extrinsic motivation and adaptive coping strategies. The findings suggest that students' sense of meaning, inner orientation and spirituality may have relevance to the manner in which they approach academic goals and manage difficulties.

Indian and Andhra Pradesh Perspective

Indian educational thought has historically emphasised the development of the whole individual rather than knowledge acquisition alone. Values, self-discipline, reflection, responsible behaviour and inner development have occupied an important place in Indian educational thinking. In the contemporary context, these principles can be incorporated without religious instruction through mindfulness, value clarification, emotional awareness, compassion, gratitude and purposeful goal-setting. The relevance of such practices is also visible in Andhra Pradesh. In 2025, extensive yoga programmes were organised across north coastal Andhra Pradesh. Vizianagaram District reportedly hosted demonstrations at thousands of locations with substantial public participation. These activities reflected increasing attention towards practices associated with stress management and well-being.

Although studies have examined spirituality, motivation, coping and resilience separately, there remains comparatively limited empirical work examining whether a structured Spiritual Education Programme can simultaneously enhance emotional resilience and academic motivation among college students in Vizianagaram District. This gap formed the basis for the present investigation.

IV. STATEMENT OF THE PROBLEM

The problem of the study was stated as: "Effectiveness of Spiritual Education in Enhancing Emotional Resilience and Academic Motivation among College Students in Vizianagaram District of Andhra Pradesh."

V. OBJECTIVES OF THE STUDY

The study was undertaken:

1. To assess the emotional resilience of college students before and after spiritual education.
2. To assess the academic motivation of college students before and after spiritual education.
3. To determine the effectiveness of spiritual education in enhancing emotional resilience.
4. To determine the effectiveness of spiritual education in enhancing academic motivation.
5. To compare experimental and control group students with respect to emotional resilience.
6. To compare experimental and control group students with respect to academic motivation.
7. To examine differences in emotional resilience with respect to gender, locality, stream, management, year of study and family type.
8. To examine differences in academic motivation with respect to selected demographic variables.
9. To determine the relationship between emotional resilience and academic motivation.

VI. HYPOTHESES

H01: There is no significant difference between pre-test and post-test emotional resilience scores of the experimental group.

H02: There is no significant difference between pre-test and post-test academic motivation scores of the experimental group.

H03: There is no significant difference between the experimental and control groups in post-test emotional resilience.

H04: There is no significant difference between the experimental and control groups in post-test academic motivation.

H05: There is no significant difference in emotional resilience with respect to selected demographic variables.

H06: There is no significant difference in academic motivation with respect to selected demographic variables.

H07: There is no significant relationship between emotional resilience and academic motivation among college students.

VII. METHODOLOGY

Research Design

The present study adopted a quasi-experimental pre-test–post-test control group design. A sample of 200 college students from Vizianagaram District was divided into an experimental group (100) and a control group (100). Both groups were assessed for emotional resilience and academic motivation before and after the intervention.

The experimental group received a structured Spiritual Education Programme, while the control group continued with regular academic activities. The differences in pre-test and post-test scores were analysed to determine the effectiveness of spiritual education.

Population

The population consisted of undergraduate students studying in degree colleges in Vizianagaram District of Andhra Pradesh.

Sample

A sample of 200 college students was selected for the study.

The sample was divided into: Experimental Group – 100 students, Control Group – 100 students.

Sampling

A multistage sampling technique was followed to select students from the identified colleges in Vizianagaram District.

Demographic Variables

The demographic variables considered were:

- Gender – Male/Female
- Locality – Rural/Urban
- Stream – Arts/Science/Commerce
- Management – Government/Private
- Year of Study – First/Second/Third Year
- Family Type – Joint/Nuclear

VIII. TOOLS USED

1. Personal Data Sheet: The researcher prepared a personal data sheet to obtain demographic information.
2. Emotional Resilience Scale: A standardised resilience scale was used to measure students' capacity to adapt to difficulties, manage stressful experiences and recover from emotional challenges.
3. Academic Motivation Scale: A standardised Academic Motivation Scale was used to measure students' interest, persistence, academic orientation and motivation towards learning.

IX. SPIRITUAL EDUCATION PROGRAMME

The experimental group received a structured Spiritual Education Programme for eight weeks.

The programme included:

1. Self-awareness
2. Mindfulness
3. Meditation and breathing practices
4. Understanding and regulating emotions
5. Positive thinking
6. Gratitude practices
7. Compassion and empathy
8. Value clarification
9. Managing academic difficulties
10. Purpose in life
11. Academic goal-setting
12. Reflective practices

Two sessions were conducted every week, with each session lasting approximately 45–60 minutes. The programme was non-denominational and did not promote any particular religious belief.

X. DATA COLLECTION PROCEDURE

Permission was obtained from the authorities of the selected colleges. The purpose of the study was explained to the participants and informed consent was obtained. Initially, the Emotional Resilience Scale and Academic Motivation Scale were administered to both experimental and control groups as a pre-test. The experimental group then participated in the Spiritual Education Programme for eight weeks. The control group continued with its normal academic activities. After completion of the intervention, both groups were administered the same scales as a post-test. The

responses were scored, classified and statistically analysed.

XI. STATISTICAL TECHNIQUES USED

The following statistical techniques were used:

- Frequency
- Percentage
- Mean
- Standard Deviation
- Paired-samples t-test
- Independent-samples t-test
- One-way ANOVA
- Pearson's Product-Moment Correlation

XII. DATA ANALYSIS AND INTERPRETATION

Table 1 - Pre-test and Post-test Emotional Resilience of Experimental Group

Test	N	Mean	SD	t-value	Significance
Pre-test	100	61.42	8.36	11.84	p < .01
Post-test	100	74.68	7.21		

The mean emotional resilience score increased from 61.42 to 74.68 after participation in spiritual education. The obtained t-value of 11.84 was significant at the 0.01 level.

Therefore, H01 was rejected. The result indicated that spiritual education significantly enhanced emotional resilience among college students.

Table 2 - Pre-test and Post-test Academic Motivation of Experimental Group

Test	N	Mean	SD	t-value	Significance
Pre-test	100	103.24	12.18	10.96	p < .01
Post-test	100	119.76	10.42		

The academic motivation mean increased from 103.24 to 119.76. The obtained t-value of 10.96 was statistically significant.

Therefore, H02 was rejected. Spiritual education was effective in enhancing academic motivation.

Table 3 - Post-test Emotional Resilience of Experimental and Control Groups

Group	N	Mean	SD	t-value	Significance
Experimental	100	74.68	7.21	10.36	p < .01
Control	100	63.51	8.02		

The experimental group obtained a considerably higher emotional resilience mean than the control group. Therefore, H03 was rejected. The result confirmed the effectiveness of spiritual education in improving emotional resilience.

Table 4 - Post-test Academic Motivation of Experimental and Control Groups

Group	N	Mean	SD	t-value	Significance
Experimental	100	119.76	10.42	9.89	p < .01
Control	100	104.31	11.62		

A substantial difference was found between the groups. Therefore, H04 was rejected. Students who received spiritual education demonstrated greater academic motivation than students in the control group.

XIII. ANALYSIS BASED ON DEMOGRAPHIC VARIABLES

Table 5 - Emotional Resilience According to Selected Demographic Variables

Variable	Category	N	Mean	SD	t/F	Result
Gender	Male	92	69.82	8.14	1.21	NS
	Female	108	71.16	7.52		
Locality	Rural	118	69.74	8.06	1.73	NS
	Urban	82	71.68	7.41		
Management	Government	96	69.38	8.11	2.08	Significant
	Private	104	71.65	7.32		
Family Type	Joint	76	69.91	7.83	0.89	NS
	Nuclear	124	70.94	7.76		

No significant differences were observed according to gender, locality and family type. A significant difference was observed according to college management. This indicates that the overall emotional benefits were broadly evident across different categories of students.

Table 6 - Academic Motivation According to Selected Demographic Variables

Variable	Category	N	Mean	SD	t/F	Result
Gender	Male	92	110.48	12.14	1.42	NS
	Female	108	112.86	11.51		
Locality	Rural	118	110.73	12.07	1.37	NS
	Urban	82	113.06	11.29		
Management	Government	96	110.62	12.31	1.46	NS
	Private	104	113.04	11.09		
Family Type	Joint	76	110.94	11.88	0.83	NS
	Nuclear	124	112.38	11.72		

The differences in academic motivation according to gender, locality, management and family type were not statistically significant. The findings indicate that demographic background had comparatively limited influence on academic motivation.

XIV. STREAM-WISE ANALYSIS

Table 7 - Emotional Resilience and Academic Motivation According to Stream

Variable	Arts Mean	Science Mean	Commerce Mean	F-value	Result
Emotional Resilience	69.42	72.13	70.31	2.68	NS
Academic Motivation	109.84	113.71	111.62	2.91	NS

No statistically significant differences were found among Arts, Science and Commerce students. Thus, students from different academic streams demonstrated broadly similar levels of emotional resilience and academic motivation.

XV. RELATIONSHIP BETWEEN EMOTIONAL RESILIENCE AND ACADEMIC MOTIVATION

Table 8 - Correlation between Emotional Resilience and Academic Motivation

Variables	N	r-value	Significance
Emotional Resilience × Academic Motivation	200	0.48	p < .01

The Pearson correlation coefficient was $r = 0.48$, indicating a moderate positive relationship between emotional resilience and academic motivation. Therefore, H07 was rejected. Students with greater emotional resilience tended to demonstrate higher academic motivation.

XVI. MAJOR FINDINGS

1. Spiritual education significantly enhanced emotional resilience among college students.
2. The post-test emotional resilience of the experimental group was significantly higher than its pre-test level.
3. Spiritual education significantly enhanced academic motivation.
4. Experimental-group students demonstrated significantly higher academic motivation after the intervention.
5. Experimental-group students recorded significantly greater emotional resilience than control-group students.
6. Experimental-group students recorded significantly greater academic motivation than control-group students.
7. No significant gender difference was observed in emotional resilience.
8. No significant gender difference was observed in academic motivation.
9. Rural and urban students did not differ significantly in emotional resilience or academic motivation.
10. A significant management-wise difference was observed in emotional resilience.

11. Family type did not produce significant differences in the major variables.
12. Arts, Science and Commerce students did not differ significantly in emotional resilience and academic motivation.
13. Emotional resilience was positively and significantly related to academic motivation ($r = 0.48, p < .01$).
14. The overall results demonstrated the effectiveness of the Spiritual Education Programme.

XVII. DISCUSSION

The major finding of the study was that spiritual education significantly enhanced emotional resilience among college students. The experimental group's emotional resilience increased substantially after the eight-week programme. Activities such as mindfulness, self-reflection, emotional awareness, gratitude and positive thinking may have helped students understand and regulate their emotions more effectively. Instead of reacting immediately to academic or personal difficulties, students may have developed greater capacity to reflect upon their experiences. The study also found a significant improvement in academic motivation. Spiritual education included goal-setting, values, purpose and self-reflection. These activities may have encouraged students to connect their educational activities with broader personal goals. The findings receive support from Indian research. Chandel and Teotia (2025) found spirituality to be a significant predictor of both intrinsic and extrinsic academic motivation and adaptive coping among university students. Their results support the present finding that spirituality-related development may have educational as well as psychological benefits. Another important finding was the positive correlation between emotional resilience and academic motivation. Students who were emotionally stronger also tended to demonstrate greater academic motivation. This relationship is educationally meaningful because emotionally resilient students may be better able to continue their academic efforts after experiencing difficulties. The demographic analysis showed that gender and locality did not substantially influence the major outcomes. This suggests that spiritual education may have relevance for students from different social and educational backgrounds.

XVIII. EDUCATIONAL IMPLICATIONS

1. Colleges can introduce structured spiritual education as part of student-development programmes.
2. Spiritual education should be inclusive and non-denominational rather than based on a particular religious tradition.
3. Mindfulness and short reflective activities can be included in college programmes.
4. Teachers can encourage students to view academic setbacks as opportunities for improvement.
5. College counselling centres can organise programmes on emotional resilience, self-awareness and stress management.
6. Gratitude and positive-reflection activities can be incorporated into student well-being programmes.
7. Goal-setting activities can help students develop clearer academic direction.
8. Value education can be connected with students' everyday educational and social experiences.
9. Colleges can organise workshops on emotional regulation and resilience.
10. Spiritual education programmes may be particularly useful during examination periods and transitional stages of college education.

XIX. CONCLUSION

The study established that spiritual education was effective in enhancing emotional resilience and academic motivation among college students in Vizianagaram District of Andhra Pradesh. Students who participated in the Spiritual Education Programme demonstrated significant improvement in their ability to manage emotional difficulties and showed greater motivation towards academic activities compared with students who did not participate in the programme. The significant positive relationship between emotional resilience and academic motivation further indicates that emotional strength and educational motivation are interconnected. Students who are better able to cope with challenges may also be more willing to persist in their academic activities. Spiritual education, when understood as an inclusive educational process involving mindfulness, self-awareness, values, gratitude, compassion, emotional regulation and purpose, can therefore contribute to holistic student

development. The findings suggest that higher education institutions can consider carefully designed spiritual education and reflective programmes as complementary approaches for promoting emotionally resilient and academically motivated students.

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