

Research Paper

## A Study of Spiritual Intelligence among School Going Students

Nandan Kumar Thakur<sup>1\*</sup>, Dr. M. P. Hassan<sup>2</sup>, Hemant Kashyap<sup>3</sup>

### ABSTRACT

The present study was conducted on 160 school students of Ranchi district selected by 2 x 2 stratified random sampling. The factors of stratification were gender (Boys and Girls) and education (class 10 and class 12) from Ranchi district. The main objectives were: (i) To measure the impact of gender on spiritual intelligence. (ii) To measure the impact of education on spiritual intelligence. The impact of gender and education on spiritual intelligence was measured by spiritual intelligence scale. Mean, Standard Deviation and t value were applied for analysis of data. The results revealed that no gender difference found on spiritual intelligence and class 10 students had higher spiritual intelligence as compare to class 12 students.

**Keywords:** *Spiritual Intelligence, Gender and Education*

### Meaning of Spirituality Intelligence

Spirituality is beliefs and values related to aims plus religious beliefs (Selman, Harding & Speck, 2011, 729). One definition reads: “spirituality is a motivational and driving force in life; an energy which inspires a person toward a given end or a goal beyond individualism (McKnight, 1987, p. 27). Another definition reads: “spirituality is the energy, meaning, goal and awareness in life (Cavanagh, 1999, p. 192).

Spiritual intelligence is a concept that involves the ability to understand, connect with, and transcend the larger questions of existence, purpose, and meaning. It goes beyond traditional measures of intelligence and encompasses an individual's capacity for insight, wisdom, compassion, and empathy.

*This form of intelligence often involves:*

- **Self-awareness:** Understanding one's own beliefs, values, and experiences, and how they shape one's understanding of the world.
- **Transcendence:** The ability to go beyond the surface level of existence and connect with something larger than oneself, whether it's a higher power, nature, or the universe.

<sup>1</sup>Research Scholar, University Dept. of Psychology, Ranchi University, Ranchi

<sup>2</sup>Additional Professor, Department of Psychology, Ranchi University, Ranchi

<sup>3</sup>Research Scholar, Department of Clinical Psychology, Mizoram University, Aizawl

\*Corresponding Author

Received: June 27, 2024; Revision Received: July 17, 2024; Accepted: July 20, 2024

## A Study of Spiritual Intelligence among School Going Students

- **Empathy and Compassion:** Being able to understand and connect with the experiences and emotions of others, and to act with kindness and compassion.
- **Purpose and Meaning:** Having a sense of purpose and direction in life, and feeling connected to something meaningful and fulfilling.

Cultivating spiritual intelligence often involves practices like meditation, reflection, mindfulness, and engaging with philosophical or religious teachings. It can be an important aspect of personal growth and development, contributing to overall well-being and fulfillment.

### *The Components of Spiritual Intelligence*

According to Nobel (2001) and Vaughan (2003), spiritual intelligence comprises eight components that indicate a developed understanding of spirituality:

1. **Precision:** The ability to discern and grasp spiritual truths with clarity and accuracy.
2. **Openness:** A receptive and expansive mindset that is willing to explore and embrace diverse spiritual perspectives and experiences.
3. **Integrity:** Consistency and alignment between one's spiritual beliefs, values, and actions, demonstrating honesty and authenticity.
4. **Humility:** A modest and respectful attitude towards oneself and others in the context of spiritual understanding, acknowledging the limitations of personal knowledge and insight.
5. **Kindness:** Compassion and benevolence towards oneself and others, reflecting an awareness of the interconnectedness of all beings.
6. **Generosity:** A willingness to share spiritual insights, resources, and support with others, fostering a sense of abundance and interconnectedness.
7. **Tolerance and Resistance:** Acceptance and patience towards differing spiritual beliefs and practices, while also demonstrating resilience and steadfastness in maintaining one's own spiritual path.
8. **Desire to Meet Other Needs:** A commitment to addressing the spiritual needs of oneself and others, striving for personal growth and the well-being of the community.

These components collectively contribute to the cultivation of spiritual intelligence, facilitating a deeper understanding of spiritual principles and their integration into one's daily life.

## **REVIEW OF LITERATURE**

Gupta (2012) investigated a study on the relationship between Spiritual Intelligence and emotional intelligence with self-efficacy and self-regulation among college students. The findings revealed that Spiritual Intelligence and Emotional Intelligence were positively and significantly correlated with self-efficacy and self-regulation. The significant difference was found between male and female students of emotional intelligence, self-efficacy and self-regulation. It was also found that male students were better in spiritual intelligence and emotional intelligence as compared to female students.

Babanazari, L., Askari, P., & Honarmand, M. M. (2012) The objective of this study was to examine the correlation between spiritual intelligence and happiness among high school adolescents. The study involved 221 high school students who completed the Spiritual Sensitivity Scale and the General Health Questionnaire. The findings revealed a noteworthy association between spiritual intelligence and happiness. Additionally, the results of

## A Study of Spiritual Intelligence among School Going Students

regression analysis indicated that aspects such as awareness sensing, mystery sensing, value sensing, and community sensing were significant predictors of happiness.

**Hilal, H., & Siddiqui, Z. (2013)** The primary aim of this study was to investigate the levels of spiritual intelligence among students pursuing professional and non-professional courses. A total of 400 students participated, with 200 enrolled in professional programs and 200 in non-professional programs at Aligarh Muslim University, Aligarh. The Spiritual Intelligence Self-Report Inventory (SISRI), developed by King and DeCicco (2007), was utilized to assess spiritual intelligence among these students. Data analysis was conducted using a t-test. The results of the study indicated significant differences in spiritual intelligence between professional and non-professional students. Specifically, professional students exhibited higher levels of spiritual intelligence compared to their non-professional counterparts. Additionally, the SISRI demonstrated reliability in measuring four factors of spiritual intelligence—Critical Existential Thinking (CET), Personal Meaning Production (PMP), Transcendental Awareness (TA), and Conscious State Expansion (CSE)—with a Cronbach's alpha coefficient of 0.857 for the sample. Further analysis revealed significant differences between the two groups across these four factors of spiritual intelligence. The implications of these findings were discussed in relation to previous research and ethical considerations, while alternative explanations were also explored.

**Marziyeh, et al., (2013)** concluded that Higher spiritual intelligence was associated with more happiness and academic achievement.

### *Objectives of the Research*

The following objectives of the present study were formulated:

- To measure the impacts of gender on spiritual intelligence.
- To measure the impacts of education on spiritual intelligence.

### *Hypotheses*

The following hypotheses were formulated for the research:

- There will be significant impact of gender on spiritual intelligence.
- There will be significant impact of Education on spiritual intelligence.

### *Sample*

The present study was conducted on 160 government high school students studying in Class – 10 and class 12 of different govt. Schools located in Ranchi district. The sample was selected by stratified random sampling technique.

The sample stratification was based on:

- Gender - 2 (Boys and Girls)
- Education - 2 (Class - X and XII)

Thus, sample was based on  $2 \times 2 = 4$

Altogether there were 4 strata from each stratum 40 cases were selected randomly, making a total of 160 cases. The sample design is shown below in Table – 1.

## A Study of Spiritual Intelligence among School Going Students

**Table 1: Sample Design**

Education		Class 10	Class 12	Total
Gender	Male	40	40	80
	Female	40	40	80
Total		80	80	160

### **Tools to be used in the Data Collection**

The following tools were used in the article paper for collection of data:

1. Personal Data Questionnaire (PDQ)
2. Spiritual Intelligence Scale (SIS)

1. **Personal Data Questionnaire (PDQ):** This questionnaire was prepared by the research scholar to obtain information about the student's name, class, age, gender, religion etc.
2. **Spiritual Intelligence Scale (SIS):** Spiritual Intelligence Scale was developed by Santosh Dhar and Upinder Dhar (2010). This inventory contains 53 items related to six dimensions of Spiritual Intelligence namely: benevolence, modesty, conviction, compassion, magnanimity and optimism. Every question (item) has five options- Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree are assigned a score of 5, 4, 3, 2, and 1 respectively. A student can obtain a maximum score of 265 in this scale.

## RESULTS & DISCUSSION

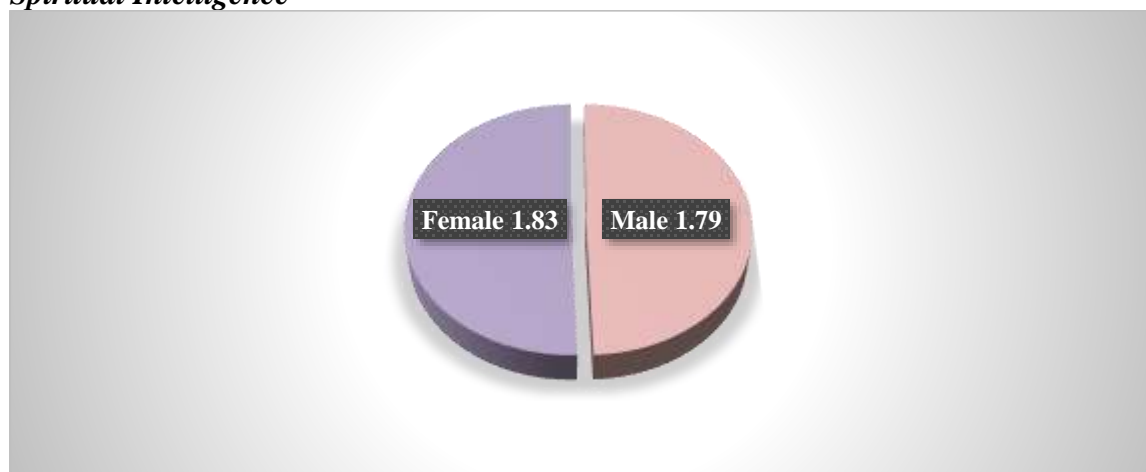
### ***The Impact of Gender on Spiritual Intelligence***

The mean scores, SD and t value of male and female school students on spiritual intelligence are presented in table 2 and mean scores are shown in figure 1. The results revealed that:

**Table 2: N, Mean, SD and T-Value of Male and Female Students on Spiritual Intelligence**

Gender	N	Mean	SD	t-Value	P
Male	80	1.79	44.67	0.96	Not Significant
Female	80	1.83	39.53		

**Figure: 1 Comparison between Male and Female School Students on their Mean of Spiritual Intelligence**



## A Study of Spiritual Intelligence among School Going Students

The mean scores of male and female school students on spiritual intelligence were 1.79 and 1.83 respectively. The difference between mean scores of male and female school students was 0.04 and t value was 0.96. This value was statistically not significant. This indicated that male and female school students did not differ significantly on spiritual intelligence.

*Hence, the hypothesis stating that there will be significant impact of gender on spiritual intelligence is rejected.*

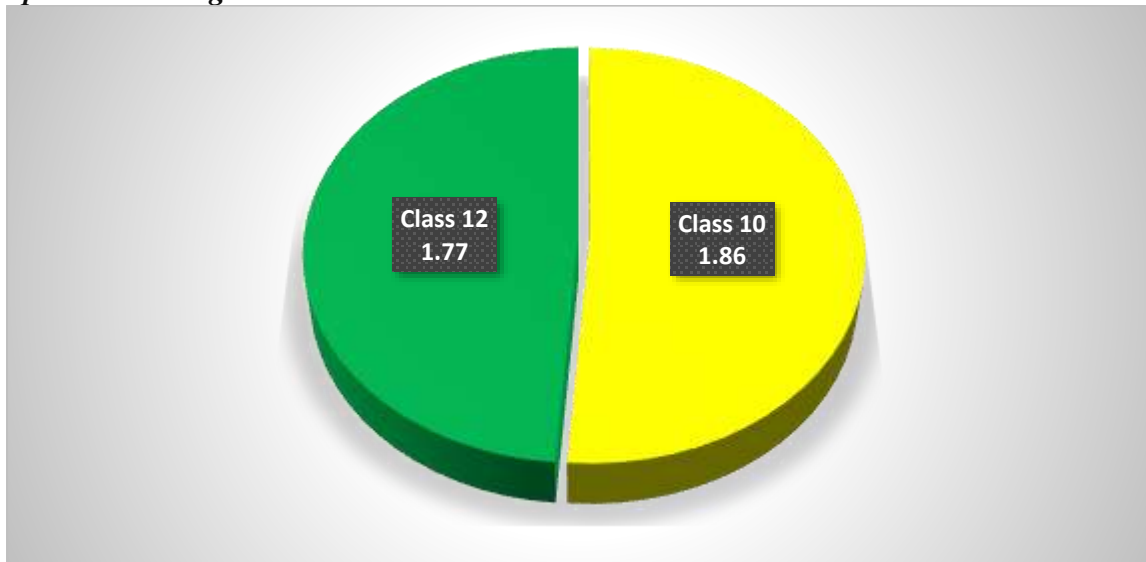
### ***The Impact of Education on Spiritual Intelligence***

The mean scores, SD and t value of class 10 and class 12 school students on spiritual intelligence are presented in table 3 and mean scores are show in figure 2 The results revealed that:

***Table 3: N, Mean, SD and t-Value of Class 10 and 12 Students on Spiritual Intelligence***

Education	N	Mean	SD	t-Value	P
Class 10	80	1.86	43.50	1.96	0.05
Class 12	80	1.77	40.41		

***Figure: 2 Comparison between Class 10 and Class 12 School Students on their Mean of Spiritual Intelligence***



The mean scores of class 10 class 12 school students on spiritual intelligence were 1.86 and 1.77 respectively. The difference between mean scores of class 10 class 12 male and school students was 0.09 and t value was 1.96. Which was statistically significant at 0.05 level. This indicated that class10 students had significantly high spiritual intelligence than class 12 school students.

*Hence, the hypothesis stating that there will be significant impact of education on spiritual intelligence is accepted.*

## **CONCLUSION**

- Male and female school students did not differ significantly on spiritual intelligence.
- Class10 students had significantly high spiritual intelligence than class 12 school students.

## REFERENCES

- Babanazari, L., Askari, P., & Honarmand, M. M. (2012). Spiritual intelligence and happiness for adolescents in high school. *Life Science Journal*, 9(3), 2296-2299.
- Cavanagh, G. F. (1999). Spirituality for managers: Context and critique. *Journal of Organizational Change Management*, 12(3), 186-199.
- Gupta, G. (2012). Spiritual intelligence and emotional intelligence in relation to self-efficacy and self-regulation among college students. *International Journal of Social Sciences and Interdisciplinary Research*, 1(2), 60-69.
- Hilal, H., & Siddiqui, Z. (2013). Comparative study of spiritual intelligence among students of professional and non-professional courses. *ACADEMICIA: An International Multidisciplinary Research Journal*, 3(8), 100-107.
- Marziyeh, R., Hoda, A. T., Saeide, H., Esmat, J., Zahra, A., & Seyed, A. B. (2013). Relationship between spiritual intelligence, happiness and academic achievement in students of Qom University of Medical Sciences. *Iranian Journal of Medical Education*, 13(5), 434-440.
- McKnight, R. (1987). Spirituality in the workplace. In J. D. Adams (Ed.), *Transforming Work* (Vol. 10, No. 5, pp. 23-45). Milles River Press.
- Selman, L., Harding, R., & Speck, P. (2011). The measurement of spirituality in palliative care and the content of tools validated cross-culturally: A systematic review. *Journal of Pain and Symptom Management*, 41(4), 728-753.

### ***Acknowledgment***

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### ***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** Thakur, N.K., Hassan, M.P. & Kashyap, H. (2024). A Study of Spiritual Intelligence among School Going Students. *International Journal of Indian Psychology*, 12(3), 245-250. DIP:18.01.023.20241203, DOI:10.25215/1203.023