

A Study of Spiritual Intelligence among School Students

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Abstract

This study aimed to study the spiritual intelligence of school students. The research was carried out on a sample of 200 school students in the age group of 14-17 years, studying in government and private schools of Chandigarh. The researcher used Spiritual Intelligence scale for the study. The results revealed that female students have higher spiritual intelligence in comparison to male students. Further the results revealed that students studying in government schools were found to be more in spiritual intelligence than students studying in private schools.

Key Words: *Spiritual intelligence, School students*

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Introduction

Adolescence is the best time to develop positive emotions and training skills, since adolescents are seeking to find their identity and their future personality. Spiritual intelligence has a significant influence on the quality of life and it goes without saying that adolescence is a sensitive period which requires specific training to make a brighter future and be exposed to the difficulties. Spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. Conceiving spirituality as a sort of intelligence extends the psychologist's conception of spirituality and allows its association with the rational cognitive processes like goal achievement and problem solving.

A spiritual intelligent person is virtuous, has vision and insight, committed, divinity, compassion, flexibility, gratitude, being holistic, intuition, self-awareness, inquisitive, resilient, mission and servant leader, value, field independent and have inner peace.

Spiritual intelligence is described in Tony Buzan's (2001) book *The Power of Spiritual intelligence as Awareness of the world and your place in it*. Spiritual intelligence is

supposed to be one of the 10 intelligences described by him.

Emmons (2000) defines spiritual intelligence as the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment.

Noble (2000/2001) agrees with Emmons' (2000) definition and adds that spiritual intelligence is an inherent ability.

Zohar and Marshall (2003) define spiritual intelligence as the intelligence with which we can place our actions and our lives in a wider, richer, meaning-giving context; the intelligence with which we can assess that one course of action or one life-path is more meaningful than another

Kathleen Noble (2000/2001) identifies spiritual intelligence as an innate human potential. She agrees with Emmons' (2000) core abilities and adds two others: The conscious recognition that physical reality is embedded within a larger, multidimensional reality with which we interact, consciously and unconsciously, on a moment to moment basis.

The conscious pursuit of psychological health, not only for ourselves but also for the sake of the global community. Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in

the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life force of evolution. If the evolution of life from stardust to mineral, vegetable, animal, and human existence implies some form of intelligence rather than being a purely random process, it might be called spiritual. Spiritual intelligence emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul, and spirit. Spiritual intelligence, then, is more than individual mental ability (Vaughan, 2002).

It appears to connect the personal to the transpersonal and the self to spirit. Spiritual intelligence goes beyond conventional psychological development. In addition to self awareness, it implies awareness of our relationship to the transcendent, to each other, to the earth and all beings. Working as a psychotherapist, my impression is that spiritual intelligence opens the heart, illuminates the mind, and inspires the soul, connecting the individual human psyche to the underlying ground of being. Spiritual intelligence can be developed with practice and can help a person distinguish reality from illusion. It may be expressed in and culture as love, wisdom, and service.

Wigglesworth (2006) defines spiritual intelligence as the ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of the circumstances. She breaks down the competencies that comprise SQ into 21 skills, arranged into a four quadrant model similar to Daniel Goleman's widely used model of emotional intelligence or EQ. The four quadrants of spiritual intelligence are defined as:

- Higher Self/ Ego self Awareness
- Universal Awareness
- Higher Self/ Ego self Mastery

- Spiritual Presence/ Social Mastery
King (2008) has undertaken research on spiritual intelligence at Trent University in Peterborough, Ontario, Canada. He defines spiritual intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that: ...contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states.

Singh (2008) defined spiritual intelligence as an innate ability of thinking and understanding of spiritual phenomenon and to guide the everyday behaviour by spiritual ideology.

Objectives :

1. To find out whether Spiritual intelligence will differ with respect to gender.
2. To find out whether Spiritual intelligence will differ with respect to students studying in Government and private schools.

Hypotheses :

1. It is assumed that there would be no significant gender differences on spiritual intelligence among male and female adolescents.
2. It is assumed that spiritual intelligence would not differ significantly among students studying in Government and private schools

Methodology

The study was conducted using descriptive survey method.

Sample

The sample comprised of 200 (100 male and 100 female) in the age range of 14-17 years, studying in different schools of Chandigarh.

The sample comprised of students studying in classes viii, ix, x and xi of various schools of Chandigarh.

In the present investigation following tool was used:

Spiritual Intelligence Scale (Singh, Singh and Kaur, 2010)- The Spiritual Intelligence Scale is a self-report measure that includes 120 items. The Spiritual Intelligence Scale has been designed with sixteen dimension of spiritual intelligence namely Virtuous, Vision and Insight, Commitment, Divinity, Compassion, Flexibility, Gratitude, Being Holistic, Intuition, Self-awareness, Inquisitive, Resilient, Mission and Servant-Leader, Value, Field independent and Inner Peace and Contentment.

Procedure

For the data analyses, means, standard deviations, were computed to study the nature of distribution for scores for all the variables of the study.

Differential analysis was done to determine if there were any statistically differences in the mean scores of and spiritual intelligence based on demographic data, Independent Sample t-test for gender and type of school were employed.

Results and Discussion

The gender based comparisons of the sample was done with spiritual intelligence. The results are presented vide Table 1.

Table 1: Gender based Comparison of School Students on the Variable of Spiritual Intelligence

Variables	Male		Female		t-ratio
	M	SD	M	SD	
SI	267.98	33.40	282.90	42.252	-2.76**

Note; * Significant at .05 level (1.96); ** Significant at .01 level (2.58)

Discussion Based on Table 1

On comparing male and female school students, the value of mean was found to be higher incase of female school students (M=282.90) than their male counterparts (M=267.98), t-ratio -2.76 indicated presence of significant gender differences between the two on the variable of spiritual intelligence. The findings show that female school students have higher spiritual intelligence in comparison to male school students.

However Ebrahimi, Keykhosrovani, Dehghani and Javdan (2012) in their research report found no meaningful differences among male and female students incase of spiritual intelligence.

In order to find out if spiritual intelligence would differ incase of students studying in government and private schools t-test was done. The results are being presented vide Table no 2.

Table 2: Comparison Based on Private and Government School Adolescents on the Variable of Spiritual Intelligence

Variables	Male		Female		t-ratio
	M	SD	M	SD	
SI	281.73	33.34	269.45	42.88	-2.26*

Note ; * Significant at .05 level (1.96); ** Significant at .01 level (2.58)

Discussion Based on Table 2

On comparing adolescents, the value of means was higher for spiritual intelligence incase of adolescents studying in government schools (M=281.73) than adolescents studying in private schools (M=269.45), t-ratio -2. 26 indicated presence of significant differences between the adolescents studying in government schools and private schools on the variable of spiritual intelligence. The findings indicate that adolescents studying in government schools are more spiritually intelligent than adolescents studying in private schools.

The result of t-test indicated significant difference in spiritual intelligence of males and females. Female students were found to be more in spiritual intelligence than their male counterparts. Students studying in government schools were found to be more in spiritual intelligence than students studying in private schools.

Spirituality is considered as a basic knowledge that increases environmental adaptability of people, and has at least five efficiency which leads to adaptive behaviors: Capability to sublimate deeds in order to orient with integration of world, experiencing a high level of self-consciousness, investigating and purifying daily experiences about individual and spiritual and religious feeling, using spiritual

sources to solve life problems and virtuous deeds such as forgiveness, self-sacrifice, etc (Bakhtiarpoor, Heidarie, & Alipoor Khodadadi, 2011).

These findings suggest that adolescence is an important period of life for spiritual intelligence training. As a sort of intelligence, spirituality extends the psychologist's conception of spirituality and allows its association with rational cognitive processes like goal achievement and problem resolution. The spiritual intelligence provides a general basis for the individual to be able to consider his seeking for goals and meaning in life, and to move in the direction of the aims which are personally meaningful. It aids the individual in directing his/her concerns to the wider image and in focusing, consciously, his/her activities in a context that is wider.

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