

Spiritual Intelligence of High School Students

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Abstract:

The objectives of this study is to find out High school students' Spiritual Intelligence. Spiritual Intelligence Self-Report Inventory (SISRI) constructed validated by David Brian King (2008) used to collect data. The present study was conducted with 945 High School Students studying in Godda, Giridih and Deoghar districts of Jharkhand, Bhagalpur and Jammui districts of Bihar State. The sample was selected by using Simple Random Sampling Technique. The Spiritual Intelligence of entire sample of students of High Schools is moderate.

Keywords —Spiritual Intelligence, High School, students.

INTRODUCTION

The primary goal of any educational process is to bring out the best in each individual in some regard. Education is more than just the amount of years a person spends in a school, college, or other educational setting. It speaks of the adjustments an individual has made to his conduct, perspective, and culture as a result of his education during a specific time. Therefore, the primary goal of any educational process is to bring out the best in each student.

SPIRITUAL INTELLIGENCE

The inner life of the mind and spirit, as well as how it relates to existing in the world, are topics that are addressed by spiritual intelligence. SI refers to the capacity for a profound comprehension of existential issues and perception of several levels of consciousness. As consciousness develops into a continually deepening awareness of matter, life, the body, mind, soul, and spirit, some form of intelligence may also emerge. This is known as spiritual intelligence. It also implies awareness of spirit as the source of being or as the creative life that has

evolved from stardust to minerals, vegetables, animals, and human existence. Therefore, spiritual intelligence is more than just a person's intellect capacity. Students in upper secondary schools are capable enough to evaluate themselves. Additionally, the investigator has seen evidence of the critical thinking skills of upper secondary students.

In order to maintain a sense of community with others, to express dependence on a supreme power through meditation, to live with an open mind and a search for meaning in life, and to act in love and compassion, one must possess the skills, abilities, and behaviors referred to as spiritual intelligence. The spiritual dimension in a person comes from a deep humanity expressed in aspirations, moral sensibility, creativity, love and friendship, artistic endeavor, appreciation at the natural world, selfless love, and the search for meaning and value by which we live, according to the introduction to the 1975 British Humanist Association Handbook. The World Health Organization Quality of Life (WHOQOL Group, 1998) examines a person's mental, social, and spiritual well-being to determine whether they are leading a healthy lifestyle. Spiritual

development is recognized under the United Nations Conventions on the Rights of the Child (UNCRC, 1991) as a type of human growth deserving of rights protection. It is best to think of spirituality as an evolving idea that veers between conventional ideas of institutional religion and ones that are more humanistic and emphasize the unique qualities of each individual. Schools provide an education for the whole child rather than for a fragmented self by including spirituality into the curriculum (Miller 2000).

Objectives of the Study

To find out High school students’ Spiritual Intelligence.

To find out whether there is any significant difference in High school students’ Spiritual Intelligence based on selected demographic variables.

Hypothesis of the Study

There is no significant difference in High school students’ Spiritual Intelligence based on selected demographic variables.

Method of Study

The present investigation was undertaken by using Normative Survey Method. The survey method gathers data from a large number of cases at a particular time.

Tools used in the Study

Spiritual Intelligence Self-Report Inventory (SISRI) constructed validated by David Brian King (2008).

Sample of the Study

The present study was conducted with 945 High School Students studying in Godda, Giridih

and Deoghar districts of Jharkhand, Bhagalpur and Jammui districts of Bihar State. The sample was selected by using Simple Random Sampling Technique.

Major findings of the Study

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation:

Descriptive Analysis

The Spiritual Intelligence scale has been administered to 945 students of High Schools. The data were collected from them. The mean and standard deviation were calculated for the entire sample and its sub-samples and are given in Table No. 1

Table No. 1

The Mean and Standard Deviation of Spiritual Intelligence scores of students of High Schools

Sample and its sub-samples		N	Mean	SD
Entire sample		945	55.15	10.430
Gender	Male	406	54.21	10.807
	Female	539	55.86	10.089
Locality	Rural	495	55.33	10.361
	Urban	450	54.96	10.513
Type of School	Govt. school	502	55.45	10.272
	Private school	443	54.81	10.607

The Spiritual Intelligence of entire sample of students of High Schools is moderate (M=55.15).

The mean value for the sub sample of:

- ✓ Gender of students of High Schools indicates that Female students are having high level of Spiritual Intelligence than Male students.

- ✓ Locality of students of High Schools indicates that rural students are having high level of Spiritual Intelligence than urban students.
- ✓ Institutional Type of students of High Schools indicates that Govt. school students are having high level of Spiritual Intelligence than Private students.

Differential Analysis- Spiritual Intelligence Scores

Null hypothesis

There is no significant difference between Male and Female students of High Schools related to their Spiritual Intelligence.

In order to test the formulated Null hypothesis ‘t’ value is calculated.

Table No. 2

Difference between Mean Spiritual Intelligence scores of students of High Schools related to their Gender

Sub-Samples	N	Mean	SD	t-value
Male	406	54.21	10.807	2.394
Female	539	55.86	10.089	

As the ‘t’ value is not significant at 0.05 level, the formulated null hypothesis is rejected and it is inferred that there is significant difference between the male and female students of High Schools related to their Spiritual Intelligence.

Null hypothesis

There is no significant difference between Rural and Urban students of High Schools related to their Spiritual Intelligence.

In order to test the formulated Null hypothesis ‘t’ value is calculated.

Table No. 3

Difference between Mean Spiritual Intelligence scores of students of High Schools related to their Locality

Sub-Samples	N	Mean	SD	t-value
Rural	495	55.33	10.361	0.552
Urban	450	54.96	10.513	

As the ‘t’ value is not significant at 0.05 level, the formulated null hypothesis is accepted and it is inferred that there is no significant difference between Rural and Urban students of High Schools related to their Spiritual Intelligence.

Null hypothesis

There is no significant difference between Government and Private High School students related to their Spiritual Intelligence.

In order to test the formulated Null hypothesis ‘t’ value is calculated.

Table No. 4

Difference between Mean Spiritual Intelligence scores of students of High Schools related to their Type of Institution

Sub-Samples	N	Mean	SD	t-value
Govt.	502	55.45	10.272	0.938
Private	443	54.81	10.607	

As the 't' value is not significant at 0.05 level, the formulated null hypothesis is accepted and it is inferred that there is no significant difference between the Government and Private High School students related to their Spiritual Intelligence.

CONCLUSION

The findings of the present study shadows that the Spiritual Intelligence of entire sample of students of High Schools is moderate. There is significant difference between the male and female students of High Schools related to their Spiritual Intelligence. There is no significant difference between Rural and Urban students of High Schools related to their Spiritual Intelligence. Further, there is no significant difference between the Government and Private High School students related to their Spiritual Intelligence.

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