



1. Spiritual Intelligence among IX Grade Students: Analytical Study in Surguja District of Chhattisgarh, India

Dr. Irshad Khan

Aspirational Block Programme-Fellow-Chhattisgarh, NITI Aayog, Government of India.

E-mail: khanirshad0790@gmail.com

Aishwarya Patil

Visiting Professor, MIT Art, Design and Technology University, Pune, Maharashtra, India E-

mail: pruthasmi@gmail.com

ABSTRACT

This study aims to investigate the level of spiritual intelligence among ninth-grade students in Surguja District of Chhattisgarh. Spiritual intelligence refers to the capacity to access and apply spiritual qualities and principles in daily life. The research seeks to understand the spiritual intelligence level, its components, and any potential correlations with other variables. The study utilizes a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather data. For a total sample, there are 100 English and 100 Hindi-medium students, of which 50 boys and girls are selected for random sampling. Spiritual intelligence, constructed and standardized by K.S. Mishra, was used in the present study. For the testing of this null hypothesis, a t-test has been computed. The findings from this study show that English medium students follow a more peaceful education, are well-disciplined in their manners, and show a higher spiritual level compared to Hindi medium students. Thus, parents and family backgrounds of English-medium boys and girls motivate their children to develop peace, education, wisdom, love, integrity, peace, joy, compassion, and creative and positive thoughts to become more spiritually intelligent. Thus, students of English medium, both boys and girls, are more spiritually intelligent than students of Hindi medium.

Keywords: Spiritual intelligence, ninth-gradestudents, Surguja District, spiritual development.



Introduction

Adolescents aged between 10-18 years account for more than one-fifth of the world's population. In India, this age group forms 21.4 per cent of the total population (National Youth Policy 2003). This is a critical developmental period characterized by biological, cognitive, and psychosocial changes in young people (Erikson 1968). Adolescents who experience identity confusion-related distress have more school and behavioural problems (Wires et al. 1994), and many have a propensity for risk-taking behaviours as a result of cognitive immaturity (Steinberg, 2004). These negative experiences prevent adolescents from fulfilling their responsibilities and developmental tasks (Mcknight et al. 2002). As a result, the changes experienced during this period might affect adolescents' mental health. Although theories attempting to explain this phase of life differ in some respect, there is consensus amongst psychologists that this transition from childhood to adulthood is a turbulent time period that affects children both psychologically and physically.

The World Health Organization (2001) defines mental health as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her community. It is all about emotional well-being: welcoming and fearlessly enjoying new experiences, being imaginative and flexible about other people and new people, and being curious and willing to learn. It could be said that mental health is a satisfactory adjustment to various strains of the environment. So mental health is not a precise term but an intuitively apprehended idea that strives for scientific status while securing an ideological label too. Thus, sound mental health develops mental stamina and enables a person to face the realization of life. (Hales and Hales). Researchers suggest that there are three main indicators of mental health: emotional, psychological, and social well-being. (Ryff & Keyes, 1995; Ryff, 1989; Keyes, 1998).

On the other hand, Spiritual intelligence is a term used to indicate a spiritual correlate to the Intelligence Quotient (IQ) and Emotional Quotient (EQ). It refers to various skills and abilities that empower one to live in harmony with the highest values and move unswervingly towards one's life goals. Spiritual intelligence is essential for discernment in making spiritual choices that contribute to psychological well-being and overall healthy human development of human beings.



According to Levin and Vanderpool (1992), experiencing spirituality as an intrinsic part of oneself is necessary for being able to apply spiritual principles to one's behaviour and lifestyle. Thus, spiritual intelligence is manifested when a person integrates spirituality with the rest of their life and acts or operates according to their spiritual principles. Zohar and Marshall (2000), described that "with spiritual intelligence, 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's life path is more meaningful than another". According to Wolman (2001), "Spiritual intelligence is a human capacity to understand the meaning of life, and to simultaneously experience the seamless between each of us and the world in which we live." Though at one time it was believed that the outcome of adolescence was largely dictated by biological, psychological and social factors, it is now growing clear that one's spirituality also influences adolescence (Wagner, 1978, Hurlock, 1981).

Spiritual Intelligence

Spiritual intelligence is concerned with the inner life of the minded spirit and its relationship to being in the concerned 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 the spirit as the ground of being or as the creative life force of evolution. The evolution of life from stardust to mineral, vegetables, 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. It appears to connect the personal to the transpersonal and the self to the spirit. Spiritual intelligence goes beyond conventional psychological development. It suggests not only self-awareness but also an understanding of how we relate to one another, the land, and all living things.

Importance of the Study

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

- 1) Higher self/ego self-awareness.



- 2) Universal awareness.
- 3) Higher self/ego self-mastery.
- 4) Spiritual presence/social mastery.

Spiritual intelligence is easy to experience. We all experience SQ spontaneously at times. But spontaneous moments of SQ are rare and unpredictable. Therefore, it's important to know how to experience SQ intentionally. When you engage your spiritual intelligence voluntarily, at any time of your own choosing, SQ becomes your most powerful personal resource.

Statement of Problem

This study seeks to investigate the variations in spiritual intelligence levels among ninth-grade students attending Hindi- and English-medium schools in Surguja District, Chhattisgarh, India. Spiritual intelligence, characterized as the adeptness in integrating spiritual principles into daily life, will be assessed. The research aims to explore potential correlations between spiritual intelligence and other factors while understanding the underlying factors contributing to the observed differences in spiritual intelligence between the two language mediums, utilizing a mixed-methods approach.

Functional Definition of the Problem:

Spiritual Intelligence: "Spiritual intelligence is the ability to behave with wisdom and compassion while maintaining inner and outer peace."

IX Grade Students: Students of IX Grade are studying in the school in Surguja City.

Study of Related Research:

The NPI Policy is to carry out strategic research and needs assessments to support the best choice of strategy to be applied. Lessons from the UNESCO trans-disciplinary project for the culture of peace adopted by the UN General Assembly on September 13, 1999, UNICEF's peace education program, the Norwegian Refugee Council (NRC), and the youth peace training manual developed by the All-Africa Conference of Churches (AACC) and Education for All (EFA). Darker framework of action than others.

Robert Emmons defines "spiritual intelligence as the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment". In a study of related research, the measurement of spiritual intelligence takes important place. David King & Terera L. Delicco have developed a self-report measure, spiritual intelligence self-report inventory with psychometric & statistical support across two large university samples. Spiritual intelligence (SSI; Kumar Manto 2011) is a 20-item, self-report of spiritual intelligence in adolescents.



There are three dimensions of intelligence:

1. IQ (Intellectual Intelligence)
2. SQ (Spiritual Intelligence)
3. EQ (Emotional Intelligence)

The Objective of the Study

1. Compare the spiritual intelligence of both boys and girls studying in a Hindi-medium school.
2. Compare the spiritual intelligence of both boys and girls studying in an English-medium school.
3. Comparisons of spiritual intelligence in students of both Hindi and English medium schools.

The Hypothesis of the Problem

1. There will be no significant difference in spiritual intelligence between boys and girls in Hindi-medium schools.
2. There will be no significant difference in spiritual intelligence between boys and girls studying in English-medium schools.
3. There is no significant difference between Hindi and English-medium students.

Limitations and Area of Problem

1. Selection of English and Hindi-medium schools in Surguja City.
2. In Surguja city, a selection of 5 English-medium schools and 5 Hindi-medium schools is made.
3. In Surguja City, there is a selection of 10 boys and 10 girls from one school.

Variables of the Problem

- Independent variables: sex and medium of instruction.
- Dependent variable: spiritual intelligence.

Research Methodology

Sample design –

Medium	Boys	Girls	Total
English	50	50	100



Hindi	50	50	100
Total	100	100	200

There are 100 English and 100 Hindi-medium students, of which 50 boys and 50 girls are selected for random sampling.

Selection of Tool: With reference to Dr. K.S. Mishra, construct a standard tool of spiritual intelligence scale used in students for measurement of spiritual intelligence.

Statistical Application: A critical ratio should be used for hypothesis tests.

Statistical Analysis and Verification of Hypotheses: Statistical Treatment and Analysis of the Raw Data Collected by the Instrument “Test for Spiritual Intelligence among the IX Grade Students of Surguja City” by Applying This Test on Hindi-medium students and English-medium students of Surguja City, and the subsequent interpretation of the analysis was done.

Hypothesis - I (H 1)

There will be no significant difference in spiritual intelligence between boys and girls in Hindi-medium schools. With a view to verifying the above hypothesis, the test was administered to the class IX students, and their spiritual intelligence was obtained and the t-value was calculated. A statistical difference in terms of mean, standard deviation, and critical ratio has been computed and has been sequentially presented in the table and chart given below.

S.No.	Category	N	Mean	S.D.	C.R.	Degree of Freedom	Significant/Non-Significant
1	Hindi Medium Boys	50	30.32	6.53	2.55	98	Significant at 0.01 level
2	Hindi Medium Girls	50	27.87	4.25			



It is clear from the above table that the mean of 50 boys of Hindi medium is 30.32 and the mean of 50 Hindi medium girls is 27.87, and the S.D. of boys of Hindi medium is 6.53 and the S.D. of Hindi medium girls is 2.47.

The mean value of Hindi-medium boys is higher than the mean value of Hindi-medium girls. Thus, it is clear that the spiritual intelligence of Hindi-medium boys is better than that of Hindi-medium girls. To know the difference between the mean between the categories (C.R.) was calculated. And the C.R. value obtained is 2.55. The obtained DF value is 98.

Based on the DF value The T-table was referred to at.05 level, and the obtained t-value is 1.98, which is again very less than the calculated value, so the difference is significant. Therefore, the hypothesis is not proven. A significant difference has been found at the.01 level.

The reason behind this is that the boy's follows more peace education as compared to the girls, and the parents of Hindi-medium girls do not want their girl child to study or do not encourage them to study peace education and less believe in spirituality. Today's parents and family backgrounds encourage the boys to study peace education for the development of internal and external peace and thus believe more in spirituality. Thus, boys develop a higher level of spiritual intelligence as compared to the Hindi-medium girls.

Hypothesis – II (H2)

There will be no significant difference in spiritual intelligence between boys and girls studying in English-medium schools.

S.No.	Category	N	Mean	S.D.	C.R.	Degree of freedom	Significant/non-significant
1	English Medium Boys	50	27.47	2.71	4.50	98	Significant at 0.01 level
2	English Medium Girls	50	30.4	4.62			

With a view to verifying the above hypothesis, the test was administered to the class IX students, and their spiritual intelligence was obtained and the t-value was calculated. A



statistical difference in terms of mean, standard deviation, and critical ratio has been computed and has been sequentially presented in the table and chart given below.

It is clear from the above table that the mean of 50 boys in English medium is 27.47 and the mean of 50 girls in English medium is 30.4, and the S.D. of boys in English medium is 2.71 and the S.D. of girls in English medium is 4.62.

The mean value of English medium boys is greater than the mean value of English medium girls. Thus, it is clear that the spiritual intelligence of English-medium boys is better than that of English-medium girls. To know the difference in mean between the categories, C.R. (critical ratio) was calculated. And the C.R. value obtained is 4.50. The obtained DF value is 98.

Based on the DF value The T-table was referred to at 01 level, and the obtained t-value is 2.63, which is again very less than the calculated value, so the difference is significant. Therefore, the hypothesis is not proved.

The significant difference in spiritual intelligence has been found at a.01 level between boys and girls of English-medium students. The reason behind this is that girls have no such problem in their family, and parents, according to the new modified generation, also wish and encourage their children (girls) to study hard and follow peace education more, and thus girls develop more spiritual intelligence as compared with the boys in the English medium school.

Hypothesis – III (H3)

There will be no significant difference in spiritual intelligence between Hindi and English-medium students.

With a view to verifying the above hypothesis, the test was administered to the class IX students, and their spiritual intelligence was obtained and the t-value was calculated.

A statistical difference in terms of mean, standard deviation, and critical ratio has been computed and has been sequentially presented in the table and chart given below.

S.No.	Category	N	Mean	S.D.	C.R.	Degree of freedom	Significant/non-significant
1	Hindi	100	119.87	42.93	7.91	198	Significant at



	Medium Boys and Girls						0.01 level
2	English Medium Boys and Girls	100	155.87	15.13			

It is clear from the above table that the mean of 100 (boys and girls) Hindi-medium students is 119.87 (mean of 100) (boys and girls). English Medium Students: 155.87 and a S.D. of 100 (boys and girls) Hindi-medium students have a S.D. of 100 (boys and girls). English Medium Students is 15.13.

The mean value of boys and girls among English-medium students is greater than the mean value of Hindi-medium boys and girls. Thus, it is clear that the spiritual intelligence of English-medium boys and girls is better than that of Hindi-medium boys and girls.

To know the difference in mean between the categories, the C.R. (critical ratio) was calculated. And the C.R. value obtained is 7.91, and the obtained DF value is 198. And according to this DF value at the.05 level, the CR table value is 1.97. At the.01 level, the table value is 2.60. Thus, there is a significant difference at the.01 level. Thus, the hypothesis is not proved.

Discussion

Spiritual intelligence represents a set of spiritual capabilities, abilities, and resources whose employment leads to increased adaptability and, as a result, mental health in students (King, 2008; Zohar and Marshall, 2000). When we mention spiritual intelligence, it means a kind of intelligence that solves our semantic problems and signifies our activities and life at a wider and stronger level, and someone's meaning of life and life path can be measured by it (Emmons, 2000). Spiritual intelligence is an improved and more efficient version of intellectual intelligence and emotional intelligence (Zohar and Marshall, 2000). According to Vaughan (2002), spiritual intelligence integrates the inner and spiritual life with the outer life and work environment. Spiritual experience, which may be effective in the development of spiritual intelligence, depends on one's living environment and texture. According to Vaughan, spiritual intelligence is necessary for identifying choices that play important roles in human beings' psychological well-being and health. Spiritual intelligence leads to a new insight into oneself and increases self-confidence. It also helps to have a stable self, increase



anxiety and concerns, and communicate with others more deeply (King, 2008). The results are in harmony with the findings of Akbarizadeh et al. (2012), Goudarzi et al. (2010), Mitchell et al. (2006), Walt and Alletta (2006), Wang (2010), and Yang (2006). Regarding the limitations of the study, it was a convenience sampling, so we have to be careful when generalizing the findings. Though regression analysis would have been most appropriate, owing to the small sample size, we could not go beyond univariate analysis. This study was intended to form the basis for a similar study with a larger sample group.

Conclusion

The significant difference in spiritual intelligence between both Hindi-medium and English-medium students has been found to be .01 level. The reason behind this is that boys and girls in English medium are better than Hindi medium boys and girls.

English Medium students follow a more peaceful education, are well-disciplined in their manners, and show a higher spiritual level compared to Hindi Medium students. Thus, parents and family backgrounds of English-medium boys and girls motivate their children to develop peace, education, wisdom, love, integrity, peace, joy, compassion, and creative and positive thoughts to become more spiritually intelligent. Thus, students of English medium, both boys and girls, are more spiritually intelligent than students of Hindi medium.

References:

- Amram, Y., & Dryer, C. (2007). The Development and preliminary validation of the integrated spiritual intelligence scale (ISIS). Palo Alto, CA: Institute of Transpersonal Psychology Working Paper.
- Anjumn, S. (2015). Influence academic stress, spiritual intelligence and life satisfaction mental health among students of professional and nonprofessional courses. Unpublished thesis, department of physiology, Aligarh Muslim University.
- Ault, N. (2001). Spiritual life as a journey: A metaphor of exclusion for children. *Journal of Babanazari, L., Askari, P., & others. (2012). Spiritual Intelligence and Happiness for Adolescents in High School. Life Sci Journal, Vol.9, No. 3.*
- Babelan, A.Z., & Moeinikia, M. (2012), Title: The Relationship between Students' Spiritual Intelligence and Type of Religious Identification. *International Research Journal of Applied and Basic Sciences, Vol. 3, No. 12.*
- Campbell, J. (1991). *The power of myth*. New York: Anchor Books.



- Carlsson-Paige, N. (2001). Nurturing meaningful connections with young children. *Reclaiming Children and Youth*, 10 (1), 17 - 23.
- Christian Education, 44 (1), 29-37.
- Crichton, J. C. (2008). A qualitative study of spiritual intelligence in organizational leaders. Alliant International University, San Francisco Bay, USA. Cited in Dissertation Abstract International-B Vol.69, No. 12.
- Dabrowski, K. (1967). *Personality shaping through positive disintegration*. Boston: Little & Brown.
- Deikman, A. (1990). *The wrong way home*. Boston: Beacon.
- Ebrahimi, A., Dehghani, M., & Others. (2012). Investigating the Relationship between Resiliency, Spiritual Intelligence and Mental Health of a group of undergraduate Students. *Life Science Journal*, Vol.9, No.1, pp.67-70.
- Emmons, R. (2000). Is Spirituality Intelligence: Problems and Prospects. *International Journal for the Psychology of Religion*. 10 (1), 3-26.
- Emmons, R. A. (1999). *The psychology of ultimate concerns: Motivation and spirituality in personality*. New York: Guilford Press.
- Kaur, Mandeep (2013). *Spiritual Intelligence of Secondary School Teachers in Relation to Their Job Satisfaction*. *International Journal of Educational Research and Technology*. P-ISSN 0976-4089; E-ISSN 2277-1557 IJERT: Volume 4[3] September 2013: 104 – 109. Cindy Wigglesworth (2002-2011). *Spiritual Intelligence and Why It Matters*. [www. Deep change. com](http://www.Deepchange.com)
- Kimberly Weichel and Dr. Judi Neal. “Tapping Your Spiritual Intelligence”, http://www.judineal.com/pages/pubs/other_tapping.htm.
- King, D. B. (2008). *Rethinking claims of spiritual intelligence: A definition, model, and measure*. Unpublished Master’s Thesis, Trent University, Peterborough, Ontario, Canada.
- Mayer, J. (2000). Spiritual intelligence—or spiritual consciousness? *The International Journal for the Psychology of Religion*, Vol.10, pp. 47— 56.
- Shabani, J., Hassan, S.A., & Baba, M. (2011). Moderating Influence of Gender on the Link of Spiritual and Emotional Intelligences with Mental Health among Adolescents. *Life Science Journal*, Vol. 8, No. 1, pp.106-112.



The Asian Thinker

A Quarterly Bilingual Peer-Reviewed Journal for Social Sciences and Humanities

Website: www.theasianthinker.com

Email: asianthinkerjournal@gmail.com

-
- Vaughan, F.(2002). What is SpiritualIntelligence? Journal of Humanistic Psychology, Vol 42, No. 2, 16-33. 2003 Sage Publications.
- Wilber, K. (2000). Integral psychology. Boston:Shambhala 13. Zohar, D. & Marshall, I (2000):S.Q: Connecting wise our spiritual intelligence”.New York: Bloomsburypublishing.
- Wolman, R. (2001). Thinking with your soul: Spiritual intelligence and why it matters. New York: Harmony Books.
- Zohar, D., & Marshall, I. (2000). Spiritual Intelligence: The Ultimate Intelligence. London: Bloomsbury Publishing.

The Asian Thinker