

A Comparative Study of Spiritual Intelligence between Government and Private School Students of Ranchi Town

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Abstract

Aim- The main purpose of this research was to investigate the levels of spiritual intelligence and influence of types of school and gender on spiritual intelligence among adolescents in high school students of Ranchi town. **Method-** Samples were selected by stratified random sampling method. For that 120 high school students were selected randomly from different schools of Ranchi town. Spiritual Intelligence Scale developed by K.S. Mishra and Oxford Happiness Questionnaire introduced by psychologists Michael Argyle and Peter Hills in 1990 at Oxford University and personal data questionnaire was used for data collection. Data were treated by Percentage, Mean, SD, t-test and ANOVA. **Result-** Most of the school students have average levels of spiritual intelligence, and few have high levels. There is significant influence of gender on spiritual intelligence among school students, but there was no influence of types of school on spiritual intelligence among school students.

Keywords: Spiritual intelligence, Types of School, Gender

1. Introduction

Adolescence is a period of rapid development, marked by daily tragic and shocking occurrences as well as many cases of juvenile delinquency and criminal activity. At this point, their minds yearn to become independent. The waves of modernization rob them of their souls, dull their spirits, dry up their hearts, and add a certain sense of mystery and maladjustment to their lives. As a result, adolescents' spiritual intelligence is growing in all spheres of life. In recent years, psychologists and mental health professionals have become increasingly interested in the importance of spiritual development in teenagers.

A higher level of intelligence known as spiritual intelligence reveals the traits and abilities of the true self (or soul), such as wisdom, integrity, joy, love, and tranquility. Along with a greater feeling of meaning and purpose, spiritual intelligence leads to advances in several important life and professional skills.

Spiritual intelligence is the primary motivator and compass for human behaviour, together with an acute awareness of oneself and others. It is a tool for successful life adjustment and helps with decision-making. Bolghan-Abadi et al. (2014) claim that it cultivates virtues like empathy, compassion, tolerance, and knowledge. Psychologists claim that spiritual intelligence is dependent on an individual's circumstances and can have life-or-death implications (Sisk & Torrance, 2001). According to Alex and Ajawan (2011), spiritual intelligence is therefore a collection of abilities that encompass ideals and characteristics that motivate people to act wisely and empathetically in order to promote peace.

The inner workings of the mind and spirit and their relationship to existence in the physical world are of interest to spiritual intelligence. It requires an awareness of our interdependence with the transcendent, the environment, all living things, and each other (Vaughan, 2003, p. 18). Spiritual intelligence is the ability to maintain inner and external balance while acting sensibly and compassionately in every circumstance. It cannot be compared to spirituality or religion (Wigglesworth, 2004, p. 1).

2. Review of Literature

Numerous studies have been conducted on these variables; a handful that are deemed pertinent have been highlighted here. The results of earlier research on the impact of gender on spiritual intelligence varied; some studies, like the one by Mohammadi, Bahreinian, Mortazavi, Mousavi, and Ashrafnezhad (2016), showed that there are notable gender-related differences in spiritual intelligence favouring female participants. However, Bolghan-Abadi et al. (2014) found no significant differences in spiritual intelligence level and its gender-related traits. Alihosseini et al. (2014) examined the connection between spiritual intelligence and its components and youth happiness. Inner peace, spiritual experiences, forgiveness, self-awareness, and happiness are all positively and significantly correlated, according to the Pearson correlation data. Furthermore, the findings of the independent t test indicate that the link between spiritual intelligence and happiness differs significantly across male and female students, with both variables being higher in female students. Khan and Singh conducted study on students' views on spirituality, forgiveness, and thankfulness in 2013. The results showed that there were notable gender differences between male and female pupils in terms of spirituality, forgiveness, and thanksgiving (where women scored higher than males on both counts). Siddiqui (2013) examined the relationship between spiritual intelligence and gender and achievement motivation. At the .05 level, the results demonstrated a significant relationship between spiritual intelligence and accomplishment motivation. Additionally, research showed that spiritual intelligence wasn't influenced by gender. According to Loewenthal et al.'s research from 2002, are women more religious than men? Gender discrepancies were assessed for volunteers who identified as Christians (n = 230), Hindus (n = 56), Jews (n = 157) or Muslims (n = 87). Women (n = 302) reported

being much less religiously active than men (n = 226), however this difference was only apparent in the non-Christian groups. It is suggested that measurement methodology and cultural factors play a role in the generalisation that women are more religious than men. Babanazari, Askari, and others (2012) claim that there is a link between high school students who are spiritually intelligent and happy. The study's 221 high school participants completed the General Intelligence Scale and the Spiritual Sensitivity Scale. Health survey. The investigation revealed a strong relationship. There is a link between happiness and spiritual understanding. the findings of regression analysis. The study found that the community substantially predicted awareness sensing, mystery sensing, value sensing, and pleasure. Certain studies have been conducted to investigate the association between spiritual intelligence and happiness. Researchers Muckergie and Brown (2005) discovered that people in religious countries are happier. According to this study, being less religious correlates with lower enjoyment. Maselko and Kubzansky demonstrated that religious interests are more directly related to wellbeing. According to Zohar and Marshall (2000), when spiritual intelligence is high, we appear clever and conduct appropriately. Individuals with low spiritual intelligence, on the other hand, appear to behave inappropriately. They claimed that people with high levels of spiritual intelligence performed better and were more pleased.

3. Objectives

- To study the levels of spiritual intelligence among total sample and sample sub-groups.
- To study the main and interaction effect of types of school and gender on spiritual intelligence among school students.

4. Hypotheses

- The levels of spiritual intelligence vary in total sample and sub-groups based on types of school and gender.
- There is no significant main and interaction impact of types of school and gender on spiritual intelligence among school students.

5. Research Design

The stratified random sampling technique was used to select the sample from different school of Ranchi town. The sample of the proposed study was based on 2*2 = 4 Factorial design. There were four strata based on gender and types of school. Form each stratum 30 cases were selected thus, altogether 120 samples were selected. The stratification was based on Gender (Boys and Girls) Types of school (Government and Private).

6. Tools

a) Personal data questionnaire (PDQ)

To collect information, the investigator was created a personal data questionnaire. Where pertinent data on the sample criteria, such as the respondents' age, gender, educational attainment, name of school, family income, and residence history, were collected.

b) Spiritual Intelligence Scale

The K.S. Mishra Spiritual Intelligence Scale, which he developed and standardized, was used to assess students' levels of spiritual intelligence in the current study. The final edition of the Spiritual Intelligence Scale has 42 questions that all focus on the students' spiritual abilities. The student responses were classified into the following categories using a five-point Likert scale: totally agree, agree, uncertain, disagree, and utterly disagree. The response can be scored up to five points, with possible outcomes of 4, 3, 2, or 1. The scale does not currently have a deadline for answering questions.

7. Procedure

The researcher gave the participants a brief explanation of the study's objectives and collected data in accordance with those objectives. A total of 120 high school students were selected as a sample from various schools in Ranchi town. Personal testing was conducted with the students. They were provided an explanation of the questionnaire's instructions. They were also told that these scores would remain a secret. It was verified that no participant omitted any questions from the discussion or circled both the questions and the answers.

8. Result and Discussion

The first objective is, to study the levels of spiritual intelligence among school students which can be tested with the help of response sheets of the respondents on Spiritual Intelligence Scale was scored and statistically treated using number and percentage. The results are as given in Table 4.1, and Figure 4.1.

Table 1

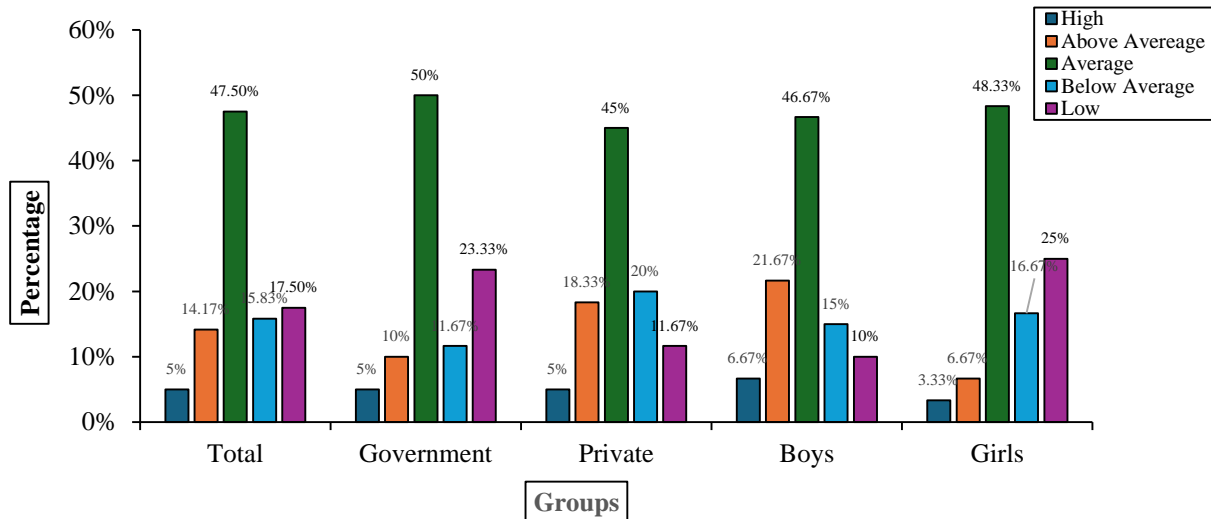
Number and Percentage of Levels of Spiritual Intelligence in the total sample as well as sample sub-groups based on Types of School and Gender

Groups	High		Above average		Average		Below average		Low	
	n	%	n	%	n	%	n	%	n	%
Total	6	5.00	17	14.17	57	47.50	19	15.83	21	17.50
Govt	3	5.00	6	10.00	30	50.00	7	11.67	14	23.33

Private	3	5.00	11	18.33	27	45.00	12	20.00	7	11.67
Boys	4	6.67	13	21.67	28	46.67	9	15.00	6	10.00
Girls	2	3.33	4	6.67	29	48.33	10	16.67	15	25.00

Figure 1

Percentage of Levels of Spiritual Intelligence in the total sample as well as sample sub-groups based on Types of School and Gender



From the Table 4.1, It can be seen that out of 120 participants, most of the students belongs to average level of spiritual intelligence among the total, government, private, boys and girls had 47.50%, 50%, 45%, 46.67 % and 48.33% respectively. Some of the students belongs to low levels of spiritual intelligence among total, government, private, boys and girls had 17.50%, 23.33%, 11.67%, 10% and 25% respectively. Few of the students belongs to above and below average levels of spiritual intelligence among total, government, private, boys and girls. Less students' high levels of spiritual intelligence among total, government, private, boys and girls had 5%, 5%, 5%, 6.67% and 3.33% respectively.

Hence, it has been seen that most of the adolescent students belong to the average level of spiritual intelligence, whereas only a few adolescents have high spiritual intelligence among the total and subgroups based on types of school and gender. Thus, the hypothesis that the levels of spiritual intelligence vary in the total sample as well as in subgroups based on types of school and gender was not rejected.

Table 2

Estimated Marginal Mean among total sample and sample sub-groups

Types of school	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Total	155.13	1.78	151.60	158.66
Government School	152.78	2.52	147.79	157.77
Private school	157.48	2.52	152.49	162.47
Boys	158.42	2.52	153.43	163.41
Girls	151.85	2.52	146.86	156.84

Table 3

Summary of 2x2 Factorial Design ANOVA of Spiritual intelligence of Adolescence students

Source	Sum of Squares	df	Mean Square	F	Sig.
Types of School (A)	662.70	1	662.70	1.74	0.190
Gender (B)	1293.63	1	1293.63	3.56	0.051
A x B	163.33	1	163.33	0.43	0.514

Error	44184.20	116	380.90
Total	2934266.00	120	
Corrected Total	46303.87	119	

From Table 4.2 and 4.3, it can be seen that the F-value for types of school is 1.74 which is not significant. It shows that there is no significant difference in mean score of spiritual intelligence of government and private school students. So there was no significant influence of types of school on spiritual intelligence among school students. It may be said that both government and private school students were found to have spiritual intelligence is the same extent.

The F-value for gender is 0.51 with df 1/116 which is significant. It shows that there is significant difference in mean score of spiritual intelligence of boy and girl students. So there was significant influence of gender on spiritual intelligence among school students. It may be said that both boy and girl school students were found to have spiritual intelligence is the different extent.

9. Conclusions

Most of the school students have average levels of spiritual intelligence, and few have high levels. There is significant influence of gender on spiritual intelligence among school students, but there was no influence of types of school on spiritual intelligence among school students.

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