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## A COMPARATIVE STUDY OF SPIRITUAL INTELLIGENCE AMONG STUDENTS OF GENERAL AND PROFESSIONAL COURSES

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### Abstract

Answers to the questions ‘Does Gender and type of residence influence Spiritual Intelligence and if so, how and how much?’ depend on how one defines and operationalizes ‘education’, ‘influences’ and ‘Spirituality’. A great variety of research scenarios may be constructed from our three essential variables. What public policies one ought to adopt and implement regarding the influence of gender and type of courses on Spiritual Intelligence depends minimally on which of the great variety of research scenarios one adopts and maximally on lots of other things as well. Why is Spiritual Intelligence such a sought after and cherished goal among humans? Spiritual Intelligence as with other desirable qualities such as joy, pleasure, and gladness, is a preferred state of being because it is fundamental to a positive human experience. There are many benefits that come along with being Spiritual. In this present study Comparative Survey Method of Descriptive Research was employed as the purpose of the research was to study the difference in Spiritual Intelligence among student of general professional and male female. After that 80 General and 80 Professional courses students selected from group and 80 Male and 80 Female were selected from each selected group. And finally, in this way a total of 160 students were randomly selected as sample, in which 160 students included 80 general courses students (40 male and 40 female) and 80 Professional Courses students (40 male and 40 female). Spiritual Intelligence constructed and standardized by K.S. Mishra was used in the present study. For the testing of this null hypothesis t-test have been computed.

**Keywords:** Spiritual Intelligence, General, Professional, Male, Female.

### Introduction

The word spirituality has been derived from Latin spiritus meaning breath of life. It suggests that spirituality is as natural to our life as breathing. Spirit is also understood as soul (atma), meaning spirituality is being nearer to one ‘s soul or self. In this sense, spirituality denotes knowing one ‘s self and it is as vital as breathing for life. Spirituality is described in various ways. For instance, Koenig, McCullough and Larson (2001) define spirituality as the personal quest for understanding the answers to ultimate questions about life, about meaning, and about relationship to the sacred or transcendent, which may (or may not) lead to or arise from the development of religious rituals and the formation of community. Spirituality consists of two dimensions, one transcendent of the physical world and the other consisting of connectedness to the physical world (Twigg, Wyld, & Brown, 2001). Sawatzky (2002) conceptualized spirituality as a subjective experience that reflects transcendent relatedness and existential searching, which are both associated with the sacred and which may or may not be mediated by religion.

### Spiritual intelligence

Spiritual intelligence is concerned with the inner life of minded spirit and its relationship to being in the concerned world. Spiritual intelligence implies a capacity for a deep understand 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, 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 spirit. Spiritual intelligence goes beyond conventional psychological development. In addition to self-awareness, it implies awareness of our relationship to the transcend, each other, to the earth and all beings.

### Definition of Spiritual Intelligence

Webster’s dictionary defines spirit as “the animating or vital principle: that which gives life to the physical organism in contrast to its material elements: the breath of life”. Wigglesworth, Cindy (2012) defines spirituality as “the innate human need to be connected to something larger than ourselves, something we consider to be divine or of exceptional nobility. This innate desire for that connection transcends any particular faith or tradition. It does not require a belief in a divinity by any description, nor does it preclude belief in God or Spirit or the divine”. Tony Buzan's (2001) book *The Power of Spiritual intelligence* as 'Awareness of the world and your place in it' defines that Spiritual intelligence is supposed to be one of the 10 intelligences. Robert Emmons (2000) defines



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spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment." Kathleen Noble (2000/2001) agrees with Emmons' (2000) definition and adds that spiritual intelligence is an inherent ability. Zohar & 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. Singh G. (2008) defined spiritual intelligence as "an innate ability of thinking and understanding of spiritual phenomenon and to guide the everyday behaviour by spiritual ideology". Vaughan (2002) who describe SI as "a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness, it implies awareness of our relationship to the transcendent, to each other, to the earth, and all beings" Wigglesworth, C. (2006) defined as: the ability to behave with Wisdom and Compassion, while maintaining inner and outer peace (equanimity), regardless of the circumstances. David Brian King (2008) proposed that "Spiritual intelligence denotes a set of adaptive mental capacities which are based on nonmaterial and transcendent aspects of reality, specifically those which are related to the nature of one's existence, personal meaning, transcendence, and expanded states of consciousness."

Adolescence is a crucial stage in human development. It is a period of transition from childhood to adulthood. This period is marked by rapid physical and psychological transformation. In this phase, major changes are bodily functioning which are introduced by the secretion of hormones through various glands. Other than these biological changes, some psychological changes like happiness, depression, spiritual intelligence and academic motivation, also take place. Due to this rapid makeover, most of them generally confront a range of situations related to their own self, family, school, college, university and society. These makeover helps to develop a well-adjusted person.

In this time of 21st century, Education is changing dramatically due to the changes in society, culture, family structures etc. As we know that there are various kind of human need and behaviour which are also affected by the education process. Students have different types of behaviour, intelligence and motivational objects. Some students of university and colleges lives in hostels and some lives in delegacy. Their educational courses are different. Some students studying in general courses like B.A. and B.com. and some students studying in professional courses like B.Tech, B.C.A, B.A in fashion designing etc. When all students keep different dimensions with each other then they may have different aspects of behaviour like spiritual intelligence. So, the present study arises to measure different aspects of student's behaviour. students. The present study aimed to investigate the comparison of Spiritual intelligence among students studying in general and professional course.

### Review of Literature

**Rican (2003)** found that analysis of the data that while the concept of spirituality "as such" is useful is theorizing at the general level, its concrete description led to cultural ethnocentrism in the study of religion, because the de facto western spirituality used to be misinterpreted as rituality "as such". Tendency towards idealization of religion and spirituality is seen as an important cause of this misinterpretation. To improve the definition of spirituality, it is recommended to make full use of the concept of implicit religion and implicit spirituality as its counterparts.

**Nelms (2005)** conducted a study on "The relationship between spirituality and the health of college students in a university setting. "The relationship between the self-reported level of spirituality and the health status of college students was found out. This study seems significant as it is an important step toward understanding the role of spirituality in the various dimensions of health among young adults.

**Sreeja (2005)** has conducted a study on "Spirituality, emotional maturity, and quality of life among university students". The results show that there is significant difference between boys and girls in spirituality; but no significant difference between boys and girls in emotional maturity and quality of life. It was found that spirituality and emotional maturity are independent of religion, but significant correlation was found between spirituality and emotional maturity.

**Howard (2009)** investigated the connection between spiritual intelligence and transformational leadership in an effort to encourage further debate about the legitimacy of spiritual intelligence in educational discourse. In this context we define spiritual intelligence as an interconnected configuration of affective orientations intimately linked to create meaning through connecting ideas, events, and persons rather than to a specific religious tradition or orientation. An exploration of the meaning of transformational leadership in education in K-12 settings provides the basis for the development of a synthesis from a new perspective of two concepts that empower the dispositions of leadership impacting school culture.



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**Shabani, Hassan,Ahmad & Baba (2011)** studied that Spiritual Intelligence (SI) and Emotional Intelligence (EI) can be considered as predictor for Mental Health (MH). The result demonstrated that MH can be influence by SI and EI. In addition, the moderating effect of gender on the relationship of SI and EI with MH was not established.

**Javadi, mehrabi & others (2012)** that emotional intelligence and spiritual intelligence are effective on organizational entrepreneurship. Also, research findings demonstrated that the research model has a suitable goodness.

**Zahed-Babelan & Moeinikia (2012)** found there was a negative and significant correlation between spiritual intelligence and religious identity foreclosure of female students. There was no significant relationship between spiritual intelligence and religious identity diffusion of both genders.

**Kaur (2013)** studied revealed a significant positive relationship between Teachers' spiritual intelligence and their job satisfaction. A significant difference is found between spiritual intelligence of government and private secondary school teachers. But insignificant difference is found between job Satisfaction of government and private secondary school teachers. The study also indicated that spiritual intelligence and job satisfaction are not influenced by gender.

**Anjum (2015)** conducted that professional and non-professional courses student were compared on measures of spiritual intelligence, academic stress, life satisfaction and mental health. It was found out that the professional courses students showed relatively low level of spiritual intelligence, academic stress and better mental health. In contrast to it the non-professional courses students showed higher level of spiritual intelligence, academic stress and poor mental health. So far as their life satisfaction was concerned, they did not differ significantly but on other measures both the groups were found to differ significantly.

### Objective

- 1- To compare spiritual intelligence among students general and professional courses.
- 2- To compare spiritual intelligence female students among male and female students.

### Hypothesis

- 1-There is no significant difference in the spiritual intelligence among students general and professional courses.
- 2-There is no significant difference in the spiritual intelligence among male and female students.

### Method Of Study

In the present research paper, Comparative Survey Method of Descriptive Research was employed as the purpose of the research was to study the difference in Spiritual Intelligence among general, professional Courses and male and female students.

**Variables:** This study includes the variables Spiritual Intelligence, General, Professional, Male, Female.

### Population And Sample

First of all, population of 300 students were selected by randomly from University of Allahabad who are studying at the undergraduate level. After that 80 General and 80 Professional courses students selected from group and 80 Male and 80 Female were selected from each selected group. And finally, in this way a total of 160 students were randomly selected as sample, in which 160 students included 80 general courses students (40 male and 40 female) and 80 Professional Courses students (40 male and 40 female).  
Data Collection and Organization- The data for the present study was collected from 300 undergraduate level students of Allahabad University. In the sample, all data was collected personally by the researcher. The researcher went to the institutions and explained the need and objectives of the present study to the students. They were motivated to complete the test honestly within the specific time. All the instructions written on the front page of the tool were made clear to the students. After collecting the test answer sheet, the researcher thanked the students for their help and cooperation in the collection of the required data.

### Description of Tool- (Spiritual Intelligence Scale)

For the measuring of Spiritual Intelligence of students studying in general and professional courses, Spiritual Intelligence constructed and standardized by K.S. Mishra was used in the present study. The final form of Spiritual Intelligence Scale consists 42 items relating to Spiritual Intelligence of the students. The response taken from the students by a five-point rating scale of Likert type, with five points being completely agree, agree, uncertain, disagree and totally disagree. The scoring of the response is provided by 5, 4, 3, 2 and 1 number respectively. No time limit has been set for the reply on the scale.



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The split-half reliability coefficient for measuring spiritual intelligence is 0.864 for undergraduates and postgraduate students, and 0.852 for classes 9 to 11 samples (n = 160). The validity has been measured by the correlation between the marks of each term and the marks of the entire scale. The range of correlation is from 0.184 to 0.610. This is displayed through the table.

The spiritual intelligence scale can be administered collectively. Prior to the administration of the scale, students have been given necessary instructions stating the purpose and nature of the measurement. Students were fully assured that the answers given by them would be kept confidential.

**Results**

1-To compare spiritual intelligence among students of general and professional courses.

**Hypothesis:** There is no significant difference in the spiritual intelligence among students of general and professional courses.

For the testing of this null hypothesis t-test have been computed. Results have been depicted in table.

S.No.	Group Number (N)	Mean	S.D.	t-value
1	General courses 80	172.32	17.51	3.59
2	Professional courses 80	161.32	18.19	

Significant at 0.05 and 0.01 level.

Table shows that the mean score of Spiritual Intelligence of General Courses student is 172.32 and standard deviation is 17.51 while the mean score of Spiritual Intelligence of Professional Courses student is 161.97 and standard deviation is 18.91. The calculated t-value 3.59 is higher than the table value 1.97 for the degree of freedom 148, so it is significant at 0.05 and 0.01 level of significance. Thus, the null hypothesis “There is no significant difference in the Spiritual Intelligence among Students of General and Professional Courses” is rejected. It means that there is significant difference in the Spiritual Intelligence among Students of General and Professional Courses.

2- To compare spiritual intelligence among male and female students.

**Hypothesis:** There is no significant difference in the spiritual intelligence among male and female students.

For the testing of this null hypothesis t-test have been computed. Results have been depicted in Table.

S.No.	Groups Number (N)	Mean	S.D.	t-Value
1.	Male students 40	157.32	23.72	1.35
2.	Female Students 40	161.97	18.18	

Not Significant at 0.05 and 0.01 level

Table shows that the mean score of Spiritual Intelligence of male Students is 157.32 and standard deviation is 23.72 while the mean score of Spiritual Intelligence of Female Students is 161.97 and standard deviation is 18.18. The calculated t-value 1.35 is lower than the table value 1.98 for the degree of freedom 148, so it is not significant at 0.05 and 0.01 level of significance. Thus, the null hypothesis “There is no significant difference in the Spiritual Intelligence among Male and Female Students.” is accepted. It means that there is no significant difference in the Spiritual Intelligence among Male and Female Students.

**Conclusions**

- 1-There is significant difference in the Spiritual Intelligence among Students of General and Professional Courses.
- 2-There is no significant difference in the Spiritual Intelligence among Male and Female Students.

**Suggestions**

- 1- A study can be done by taking other positive psychological variables and social variables.
- 2-A similar study can be conducted in other disciplines like medicine, engineering and nursing.



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3-A strategy for enriching Spiritual Intelligence various levels of teacher educators can be developed.

4-The present study is conducted among a few sub samples based on the demographic variables. Similar studies can be conducted with other demographic variables like marital status, types of family etc.

5-A study can be conducted to find out the relationship between personal Spirituality and other relevant psycho-social variables among Students of General and Professional Courses.

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