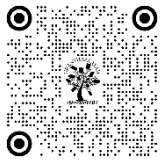


SPIRITUAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS OF KASHMIR VALLEY

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ABSTRACT

The research has shown that the development of spiritual intelligence contributes to students' overall wellbeing and success in their academic pursuits. In this context, a study has been carried out on the spiritual intelligence of secondary school students of Kashmir Valley in which a comparison has been made between male and female, rural and urban, government and private secondary school students. 600 sample subjects were randomly selected from 30 government and private secondary schools in Kashmir Valley. The Social Intelligence Scale developed by K.S. Misra (2014) was administered to sample subjects for the data collection. For the analysis of data, percentage statistics and t-tests were employed. The study results show that female secondary school students possess significantly higher spiritual intelligence than male students. The study also shows that rural students have more spiritual intelligence than urban students. Further, the study concluded that Kashmir Valley government students possess significantly lower spiritual intelligence than private secondary school students.

Keywords: Spiritual Intelligence, Secondary School Students, Kashmir Valley

1. INTRODUCTION

Spiritual intelligence is often associated with the intersection of spirituality and psychology, emphasising the role of inner wisdom, values, and a sense of interconnectedness. Spiritual intelligence involves an individual's capacity to connect with a higher power or divine source. It goes beyond organised religions and embraces a broader, more universal sense of spirituality. It includes finding meaning and purpose in life, understanding one's core values, and aligning actions with those values.

Despite debates and critiques, spiritual intelligence continues to be explored and discussed in various fields, including psychology, philosophy, and leadership studies. It represents an aspect of human experience that goes beyond cognitive abilities and emotions, emphasising the spiritual dimensions of life and consciousness. Thus, spiritual intelligence is a concept that encompasses a deep understanding of one's inner self, values, beliefs, and the ability to navigate life's profound questions. It goes beyond religious affiliations and dogmas, emphasising a broader, universal

aspect of human consciousness. On the other hand, education is a fundamental vehicle for transmitting knowledge and skills, shaping individuals' minds and character.

Integrating spiritual intelligence into education represents a shift towards a more holistic approach to learning and personal development. It acknowledges that nurturing cognitive, emotional, social, and spiritual dimensions is essential for individuals to thrive in a complex and diverse world. This holistic perspective aligns with the growing recognition that education should empower individuals to excel in their careers and lead meaningful lives filled with purpose, empathy, and interconnectedness. The relationship between spiritual intelligence and academic achievement is an area of study that has gained attention recently. While the concept of spiritual intelligence is not universally defined or measured in a standardised way, some research suggests that there may be connections between certain aspects of spiritual intelligence and academic success. It's important to note that this field is still evolving, and findings may vary based on individual beliefs, cultural contexts, and the specific dimensions of spiritual intelligence being considered.

It's crucial to acknowledge that the relationship between spiritual intelligence and academic achievement is complex and multifaceted. Additionally, the understanding and measurement of spiritual intelligence may vary across studies. Further research is needed to explore the nuances of this relationship in different cultural and educational contexts. Ultimately, the intersection of spirituality and academic achievement is a dynamic area of inquiry that continues to evolve. Academic achievement is a concept that is closely tied to education, as it represents the level of success or accomplishment a student or learner attains in their educational pursuits.

2. REVIEW LITERATURE

Ma Qiangqiang & Wang Fujun conducted a study in 2022 in which he tried to study whether spiritual intelligence plays its role in enhancing the academic engagement of students. The study concluded that spiritual intelligence plays its role in improving one's mental and social life which helps increasing the academic performance and functioning. **Mrunali C.** conducted a study in 2022 in which he found that female students possess higher level of spiritual intelligence than their male counterparts. **Varun Gupta et al.** also conducted a study on college students in which relationship between spiritual intelligence and academic motivation was tested. The study found that spiritual intelligence has positive impact on academic motivation.

Kiransinh C. R. & Dhruv R. also carried out a study in 2019 on secondary school students to find out the role of the general intelligence on emotional and spiritual intelligence. The study concluded that general intelligence do have its impact on emotional and spiritual intelligence of secondary school students. The study carried out by **Sharma S. (2019)** Somali students in which he studied spiritual intelligence in relation to academic achievement found no correlation between spiritual intelligence and academic achievement, but a significant difference between the variables with respect to gender has been recorded. **Veenaben K. Patel & Ajay B. Raval (2019)** carried out a research on secondary school students in which he studied spiritual intelligence in context of the area. The study concluded that no significant difference between rural and urban students has been found. A survey conducted by **Zummy Anselmus Dami et al. in 2019** in which they investigated the impact of group counselling with a spiritual approach on mental problems of students facing the final semester exam (before and after the final exam). They found that group counselling with spiritual approach do positively impact students on reducing their mental and emotional issues.

Aslam S., in 2018, conducted a research in which she studied spiritual intelligence and academic achievement of secondary school students. The study concluded that spiritual intelligence and academic achievement are positively correlated. The study further found a significant difference in spiritual intelligence and academic achievement between male and female students. The study by **Jan J. & Parray M.A. in 2018** on spiritual intelligence among senior secondary students with respect to gender found a visible difference in the spiritual intelligence between male and female students and also between rural and urban students.

The research carried out by **Jan J. & Kumar A. in 2017** in which they study spiritual intelligence of postgraduate students of Kashmir with respect to gender and locale. The study concluded that no difference is found in the spiritual intelligence of male and female students and between rural and urban students. An investigation conducted by **Madhumathi C. & Suparna D. in 2017** also studied spiritual intelligence of secondary school students concerning their gender. The study found that girls have higher spiritual intelligence than boys. A research work carried out by **Saranya R. & Sangeetha T. in 2017** in which they studied spiritual intelligence and achievement in science among secondary school students in Coimbatore. The study concluded that a significant difference between male and female on spiritual

intelligence has been found. The study further concluded that there is a positive correlation between spiritual intelligence and achievement. **Umesh Chandra Kapri** (2017) carried out an investigation on the theme of the impact of spiritual intelligence on the adjustment of senior secondary school students. The study concluded that the adjustment of senior secondary school students is significantly correlated with their spiritual intelligence.

Another research work carried out by **Kotnala S.** in 2015, in which he studied Spiritual Intelligence of Graduate Students. The study highlighted that no significant difference between male and female students were found on spiritual intelligence.

3. SIGNIFICANCE OF THE STUDY

Spiritual intelligence is imperative for developing intrinsic motivation and goal orientation, directly linked with academic motivation. It also helps to build resilience and coping strategies among students. The research has shown that spiritual intelligence positively correlates with emotional wellbeing, which helps reduce stress and anxiety. It also helps enhance positive relationships and foster a sense of interconnectedness and cooperation. Some research suggests that spiritual intelligence is associated with a heightened sense of creativity and innovative thinking. These qualities can be advantageous in problem-solving and academic tasks that require creative approaches. Individuals with higher spiritual intelligence approach academic subjects holistically, integrating diverse viewpoints and considering broader implications. This holistic thinking contributes to academic excellence. Spiritual intelligence also enhances concentration and attention. Improved focus can positively impact academic tasks and learning outcomes. Higher spiritual intelligence is also linked to ethical decision-making and a strong moral compass. Ethical behaviour is essential in educational settings and can contribute to a positive academic reputation. Individuals with well-developed spiritual intelligence approach academic challenges with integrity and a commitment to ethical standards, positively influencing their educational journey. Considering the significance of spiritual intelligence and the lack of available review literature on spiritual intelligence, especially in Kashmir Valley, this study has gained importance in the present era.

4. STATEMENT OF THE PROBLEM

"Spiritual Intelligence among Secondary School Students of Kashmir Valley"

5. OBJECTIVES OF THE STUDY

Following objectives are framed for realisation.

- 1) To study the spiritual intelligence of secondary school students of Kashmir Valley.
- 2) To study the spiritual intelligence of male & female, rural & urban, and government & private secondary school students of Kashmir Valley.
- 3) To compare the spiritual intelligence of male and female secondary school students of Kashmir Valley.
- 4) To compare the spiritual intelligence of rural and urban secondary school students of Kashmir Valley.
- 5) To compare the spiritual intelligence of government and private secondary school students of Kashmir Valley.

6. HYPOTHESES OF THE STUDY

Following hypotheses are formulated and out to test:

- 1) No significant difference exists between the spiritual intelligence of male and female secondary school students of Kashmir Valley.
- 2) No significant difference exists between the spiritual intelligence of rural and urban secondary school students of Kashmir Valley.
- 3) No significant difference exists between the spiritual intelligence of government and private secondary school students of Kashmir Valley.

7. SAMPLE

For the selection of the sample, Kashmir Valley was divided into 03 regions viz: south, centre and north. 10 secondary schools (05 government & 05 private) were selected randomly from each region, making schools 30. From each school, 20 students (10 male & 10 female) were selected randomly from classes 9th and 10th. This way, 600 sample subjects (300 male and 300 female) were selected for the present investigation. Among these 600 sample subjects, 300 were chosen from government secondary schools and 300 from private secondary schools. Of 600 sample subjects, 344 were found from rural and 256 from urban backgrounds.

8. TOOL USED

The study is confined to studying the spiritual intelligence of Kashmir Valley secondary school students; thus, the “*Spiritual Intelligence Scale (SIS)* by K. S. Misra (2014)” was used to collect data. The scale consists of 42 items to assess spiritual understanding, effort, beliefs, outlook and reasoning. The scale has Likert based with 05 alternate responses. The scoring ranges from 01 to 05. The scale can be administered to secondary school students to PG students. The scale's reliability was calculated as .85 for secondary school students, and the validity calculated was .89.

9. STATISTICS USED

The data was tabulated and analysed by applying descriptive statistics (percentage). For inferential statistics, a t-test was used.

10. OPERATIONAL DEFINITIONS OF VARIABLE AND TERMS

- 1) **Spiritual Intelligence:** In this study, spiritual intelligence means the scores obtained by the sample subjects on the ‘Spiritual Intelligence Scale’ developed by K.S. Misra (2014).
- 2) **Secondary School Students:** All those 9th and 10th standard male and female students enrolled in government and private secondary schools of Kashmir Valley.
- 3) **Rural Secondary School Students:** All those students who are enrolled in secondary schools and are residing in rural areas of Kashmir Valley as notified by the census 2011.
- 4) **Urban Secondary School Students:** All those students who are enrolled in secondary schools and are residing in urban/town areas of Kashmir Valley as notified by the 2011 census.

Table 1: Levels of spiritual intelligence of secondary school students

Level	Number of Students	%age
HIGH (SI)	155	25.83
AVERAGE (SI)	311	51.83
LOW (SI)	134	22.33
TOTAL	600	100%

Table 1 shows the levels of spiritual intelligence of secondary school students of Kashmir Valley. The table shows 22.33% of secondary school students have low spiritual intelligence. The table further highlights that 51.83 students possess an average level of Spiritual intelligence, and 25.83% of students have a high level of spiritual intelligence. **Thus, through this table, Objective No.01 has been realised.**

Table 2: Levels of spiritual intelligence of male and female secondary school students

Level (SI)	Male Students		Female Students	
	Number	%age	Number	%age
HIGH (SI)	61	20.33	94	31.33
AVERAGE (SI)	132	44.00	179	59.67
LOW (SI)	107	35.67	27	09.00
Total	300	100%	300	100%

Table 2 shows the levels of spiritual intelligence of male and female secondary school students of Kashmir Valley. The table highlights that 35.67% of male students have low spiritual intelligence, and only 09% of female students possess low spiritual intelligence. The table also reveals that 44.00% of male secondary school students possess an average level of spiritual intelligence; for females, it is 59.67%. The table further depicts that 20.33% of male students have a high level of spiritual intelligence, and 31.33% of female students have a high level of spiritual intelligence. The table indicates that female students possess higher spiritual intelligence than male secondary school students. **Thus, through this table, Objective No.02 has been realised partially.**

Table 3: Levels of spiritual intelligence of rural and urban secondary school students

Level (SI)	Rural Students		Urban Students	
	Number	%age	Number	%age
HIGH (SI)	96	27.90%	60	23.44%
AVERAGE (SI)	165	47.97%	144	56.25%
LOW (SI)	83	24.13%	52	20.31%
Total	344	100%	256	100%

Table 3 reveals the levels of spiritual intelligence of rural and urban secondary school students of Kashmir Valley. The table shows that 24.13% of rural students have a low level of spiritual intelligence, and 20.31% of urban students possess a low level of spiritual intelligence. The table also shows that 47.97% of rural secondary school students possess an average level of spiritual intelligence; for urban students, it is 56.25%. The table further reveals that 27.90% of rural students have a high level of spiritual intelligence, and 23.44% of urban students have a high level of spiritual intelligence. The table indicates little difference in the spiritual intelligence of rural and urban secondary school students. **Thus, through this table, Objective No.02 has been realised partially.**

Table 4: Levels of spiritual intelligence of government and private secondary school students

Level (SI)	Govt. School Students		Private School Students	
	Number	%age	Number	%age
HIGH (SI)	57	19.00%	98	32.67%
AVERAGE (SI)	128	42.67%	183	61.00%
LOW (SI)	115	38.33%	19	06.33%
Total	300	100%	300	100%

Table 4 highlights the level of spiritual intelligence of government and private secondary school students of Kashmir Valley. The table reflects that 38.67% of government students have a low level of spiritual intelligence, and only 6.33% of private students possess a low level of spiritual intelligence. The table also reveals that 42.67% of government secondary school students have an average level of spiritual intelligence; for Private Students, it is 61%. The table further depicts that 19.00% of government students and 32.67% of private students have high spiritual intelligence. The table

indicates little difference in spiritual intelligence among government and private secondary school students. **Thus, from Table 2 to 4, Objective No.02 has been realised.**

Table 5: Mean difference in spiritual intelligence of male and female secondary school students (n: 300 each)

Variable	Gender	Mean	SD	t-value	Level of Significance
Spiritual Intelligence	Male	160.87	19.524	10.083	Significant at 0.01 level
	Female	175.31	15.321		

Table 5 of the study shows the mean comparison between male and female secondary school students on spiritual intelligence. The table reveals that the mean of male students was recorded as 160.87, and for females, it was recorded as 175.31. The table further highlights that the SD calculated for male students was 19.524, and for female students, it was 15.321. The calculated t-value came to 10.083, which remains significant at the 0.01 level. This indicates that female secondary school students of Kashmir Valley possess significantly higher spiritual intelligence than their male class fellows. **Thus, objective No.03 has been realised, and hypothesis No. 01 stands tested and rejected.**

Table 6: Mean difference in spiritual intelligence of rural and urban secondary school students

Variable	Gender	n	Mean	SD	t-value	Level of Significance
Spiritual Intelligence	Rural	356	167.843	16.725	2.17	Significant at 0.05 level
	Urban	244	164.912	15.922		

Table 6 of the study shows the mean comparison between rural and urban secondary school students on spiritual intelligence. The table reveals that the mean of rural students was recorded as 167.843, and for urban students, it was recorded as 164.912. The table further highlights that the SD calculated for rural students was 16.725, and for urban students, it was 15.922. The calculated t-value came to 2.17, which remains significant at 0.05. This indicates that rural secondary school students of Kashmir Valley possess significantly higher spiritual intelligence than their urban class fellows. **Thus, objective No.04 has been realised, and hypothesis No. 02 stands tested and rejected.**

Table 7: Mean difference in spiritual intelligence of government and private secondary school students (n: 300 each)

Variable	Gender	Mean	SD	t-value	Level of Significance
Spiritual Intelligence	Govt.	163.73	20.376	7.02	Significant at 0.01 level
	Private	174.34	16.428		

Table 7 of the study shows the mean comparison between government and private secondary school students on spiritual intelligence. The table reveals that the mean of government students was recorded as 163.73, and for private students, it was recorded as 174.34. The table further highlights that the SD calculated for government students was 20.376, and for private students, it was 16.428. The calculated t-value came to 7.02, which remains significant at the 0.01 level. This indicates that the government secondary school students of Kashmir Valley possess significantly lower spiritual intelligence than their private class fellows. **Thus, objective No.05 has been realised, and hypothesis No. 03 stands tested and rejected.**

11. DISCUSSION

The study shows 26% of secondary school students have high spiritual intelligence. Living in an idealistic society based on different religious faiths in Kashmir, more students are expected to have a high level of spiritual intelligence. The teachers in almost all the schools also show faith in spirituality, which should have contributed to developing spiritual intelligence among their students.

In this study, female secondary school students have shown significantly higher spiritual intelligence than male students. They were found more God fearing. They remain more contented; they have shown more respect towards their parents, siblings, elders, etc., impacting their spiritual intelligence. It is also because, in Kashmir Valley, parents are more concerned about their girls at the secondary education level. Besides teachers, they are socialised by their parents. It has been seen over some time in Kashmir that adolescent girls remain more obedient than male adolescents. They have less exposure and hardly stay outside their home in their free time.

On the other hand, boys are more exposed; they use cell phones more frequently, which distracts male students and has a negative impact on their spiritual intelligence. Female students have been found believing more in supernatural powers and perform more rituals than boys at this age. This is because the main examinations are on their head. They are also in the process of developing motherly tendencies, which have an impact on their spiritual intelligence.

It has also been seen in patriarchal (male-dominated) societies females remain submissive and obedient and submit their will to God, which in turn helps to enhance spiritual intelligence, and the same is the case with females of Kashmiri society. The study is in line with the studies conducted by Mrunali C. (2022), Aslam S. (2018), Jan J. & Parray M.A. (2018), Madhumathi C. & Suparna D. (2017), and Saranya R. & Sangeetha T. (2017). The result of the study contradicts the results shown by (Jan J. & Kumar A. (2017) and Kotnala S. (2015).

The study has also shown that students belonging to rural areas possess significantly higher spiritual intelligence than urban students. This is because rural students live very close to nature, whose economy is based on agricultural production and mainly depends on natural forces and resources. They are firmly taught to believe that some supernatural power controls this world that fulfils all the requirements, especially for bumper production. Rural students mainly live in extended and joint families, and elders' teaching also impacts spiritual intelligence. The result of the study is in line with the study conducted by Jan J. & Parray M.A. (2018) and contradicts the results of the studies carried out by Jan J. & Kumar A. (2017) and Veenaben K. Patel & Ajay B. Raval (2019).

It has been observed over some time in Kashmir Valley that most private schools offer religious teaching in their curricula. Some private schools are famous only because of their religious teachings. They focus more on the teachings of different religions, which puts their students in an advantageous position regarding their spiritual intelligence. However, it has been seen that some well-off parents whose children are enrolled in well-reputed private schools arrange teachers for religious education for their children beyond school hours.

12. MAJOR FINDINGS

Following finding have been drawn from the study:

- 1) The study shows that 22.33% of secondary school students in Kashmir Valley possess a low level of spiritual intelligence, 51.83 students possess an average level of spiritual intelligence, and 25.83% have a high level of spiritual intelligence.
- 2) The study concluded that female secondary school students possess significantly higher spiritual intelligence than male classmates.
- 3) The study found that rural secondary school students possess significantly higher spiritual intelligence than their urban class fellows.
- 4) The study also revealed that private secondary school students possess significantly higher spiritual intelligence than government secondary school students.

13. IMPLICATIONS FOR EDUCATION

The development of spiritual intelligence contributes positively to students' overall wellbeing and success in their academic pursuits. It is the responsibility of teachers and parents to find ways and means of developing spiritual intelligence among secondary school students.

The study has shown that female students possess more spiritual intelligence. Thus, promoting spiritual intelligence among boys involves a holistic approach that integrates spiritual principles into various aspects of their lives. It requires creating a supportive, open-minded, and nurturing environment that allows boys to explore their spiritual dimensions with curiosity and authenticity.

The urban secondary school students of Kashmir Valley have shown lower spiritual intelligence. Hence, promoting spiritual intelligence among urban students requires a thoughtful and culturally sensitive approach that acknowledges the unique challenges and opportunities presented by urban living. By integrating these strategies into the educational experience, educators and community leaders can help students develop a sense of purpose, connection, and spiritual wellbeing within urban environments.

The study has also shown that government School students possess lower spiritual intelligence that needs immediate attention. Teachers and parents should focus on developing spiritual intelligence among government school students, which involves creating a supportive and inclusive environment that fosters self-awareness, empathy, and a sense of purpose.

CONFLICT OF INTERESTS

None.

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