



## A Study on Spiritual Intelligence among Higher Secondary Students in Relation to Their Social Adjustment

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**ABSTRACT:** *Spiritual Intelligence and Social Adjustment are the two psychological constructs, which scaffold each individual in the modern world to lead a value-oriented and mentally healthy life. This study aims to investigate the level of spiritual Intelligence among higher secondary students in relation to their social adjustment. For this purpose, data collected from 320 higher secondary students from various higher secondary schools of Thrissur district. The tool used for the collection of data was a Spiritual Intelligence Inventory and Social Adjustment for higher secondary students, developed by the investigator and standardized. The results revealed that higher secondary students are having low level of Spiritual Intelligence. There is no significant difference in the Spiritual Intelligence among higher secondary school boys and girls. Rural and Government higher secondary school students are having a higher level of Spiritual Intelligence than Urban and Private school students are. Spiritual Intelligence and Social Adjustment are highly correlated. This study suggested that the school authorities should take immediate measures to provide adequate training for developing Spiritual Intelligence and Social Adjustment in them.*

**Keyword:** *Spiritual Intelligence, social adjustment, Higher Secondary school students*

### I. INTRODUCTION

Spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. Spiritual intelligence is defined as the human capacity to ask questions about the ultimate meaning of life and the integrated relationship between us and the world in which we live. It results in an increase in psychological well-being of individuals as well as having a goal in their life. The materialism and individualism of Western culture have created an empty space in the lives of a lot of people and there is a growing need for spirituality; a search for community as a result of urbanization; and a search for identity in an increasingly depersonalized society. People disenchanted with experts in every field; and they are beginning to trust their own inner authority to seek a purposeful path, to create their own vision, and to realize a sense of empowerment.

Unlike I.Q, which computers have, and E.Q which exists in higher mammals, "S.Q" is uniquely human and the most fundamental of the three (Zohar & Marshall 2001)<sup>(3)</sup>. It is linked to humanity's need for meaning, an issue very much at the forefront of people's mind in the beginning of this century. S.Q is what we use to develop our longing and capacity for meaning, vision, & value. In this fast moving world, modern men and women live in a state of perpetual anxiety because of the uncertain times and mounting pressures from all quarters. Each day presents many incidents of youth crime and offences, heart breaking and shocking episodes. Adolescence is the period of drastic change. At this stage, their mind would like to attain the only slogan "Freedom... Freedom" The waves of modernism drains their souls, dry out their hearts, damp their spirits, and make their life with busy schedule than a kind of joyful mysteries. The uncertain effect of 'new-gen' trend on the mental development and moral values of the younger generation are being felt increasingly in all spheres of life. Today they live the lives of 'wounded fragmentations' at the same time they long for 'further union, a deep communion'. They have a lot of questions like: "Why are we here? Or what is the purpose of life?" The researcher has the felt-need to understand higher secondary students who are in the peak of adolescent period and brim of making their future life decision.

The harmonious relationship between individual and his or her human environment are taken as "Social Adjustment". It is a very important factor, for better academic achievement and effective educational procedure. Gehlawat (2011)<sup>(4)</sup> conducted a study on Adjustment among high school students In Relation to Their gender. There is no significant difference found in the emotional adjustment, social adjustment and educational

adjustment of boys and girls. No significant differences found in the total adjustment of students with respect to their gender. Adjustment for every living organism is a continuous process. Every change in the physical environment evokes the need for adjustment. Srividhya V. (2007)<sup>(5)</sup> conducted a study on mental health and adjustment problems of students of Navodhaya, central and state schools. Study observed that students of Navodhaya had better positive self-evaluation, while the students of Central school had better skill of autonomy, group oriented attitude, perception of reality and integration of personality. Students of State schools were poor in all the dimensions.

### **1.1 Need and Significance of the Study**

Most of the parents are too much bothered about refining cognitive excellence and academic achievements of their children. Schools are striving to attain 100% results and maintain the linguistic standards and co-curricular accomplishments for getting better admissions in the future periods. However, unknowingly they are ignoring the inner, personal, and social lives of their children. Lack of role models, congruency between words and deeds of elders, adverse influence of social networking, overloaded curriculum, growing 'use and throw' attitude etc. detract adolescents from value-oriented life.

The aim of this study is to understand the importance of Spiritual Intelligence and Social Adjustment in their life as a whole. It tries to establish good relations with family, neighbours, friends, teachers and other members of society. The students face complicated decision-making situations and issues involving values. They should aware of developing the ability to make proper choices in such situations through value education. By giving them a strong foundation for spiritual intelligence and Social Adjustment, they will be able to understand their inner selves, others, and the outer world. This will help them to explore deeper questions of their life, thoughts, actions, and interactions from the awareness of reality, reduce their stress, and lead a meaningful and goal-oriented life.

Before giving them a consciously planned value education program, the investigator tried to find out actual Spiritual Intelligence status of higher secondary students and its relation with Social Adjustment within a short span of time. The concept of Spiritual Intelligence is rather new and only a few studies have been carried in this field. Keeping in view the importance of Spiritual Intelligence and Social Adjustment for Higher Secondary students, this study has been undertaken by investigator. These reasons motivated the investigator to select the present study.

### **1.2 Hypothesis of the Study**

**The hypothesis formulated for the study is outlined below:**

- There is no significant difference in the level of spiritual intelligence among higher secondary students based on a) Gender (Boys/Girls) ,b) Locale (Urban/Rural) c) Management (Government/Private).
- There is no significant relationship between Spiritual Intelligence and Social Adjustment of higher secondary students.

### **1.3 Objectives of the Study**

**The research objectives of the study are:**

- To find out the level of spiritual intelligence among higher secondary students.
- To compare the level of spiritual intelligence among higher secondary students based on a) Gender (Boys/Girls) , b) Locale (Urban/Rural), c) Management (Government/Private).
- To find out the relationship between Spiritual Intelligence and Social Adjustment of higher secondary students.

### **1.4 Population for the Study**

Higher Secondary students in the schools run by General Education department of Government of Kerala is selected for the population.

### **1.5 Sample selected for the Study**

Keeping the objectives in view, a total of 320 higher secondary students studying in XI from four higher secondary schools of Thrissur district were selected using stratified random sampling technique.

### **1.6 Tools used for the Study**

**1.6.1 Spiritual Intelligence Inventory:-**The Investigators prepared Spiritual Intelligence Inventory based on six dimensions namely Simplicity, Positive use of adverse experiences & pains, Inspirational & animating aspect, Recognize one's own self and environment, Integration with outer self, and Transformative Thinking. After the standardization process, the number of items reduced from 90 to 52. t-value 6.320 at 0.01 level of significance. Reliability of the Inventory found by using Test-retest reliability is 0.842.

**1.6.2 Social Adjustment Inventory: -** It was prepared and standardized by the Investigators with four dimensions i.e. Reasonable dealing with personal challenges, Interpersonal Relationship, Intrapersonal

Acceptance, and Respect cultural and individual difference. The reliability of the test was found to be 0.894 for the whole test using test-retest method. The Chronbach's Alpha obtained for the whole test was 0.873 and 0.785, 0.798, 0.8722, and 0.817 for the domains respectively. The Intrinsic validity was found out as 0.952.

### 1.7 Methodology used for the Study

Descriptive Survey method adopted for the present study.

### 1.8 Statistical Techniques used

- ✓ Descriptive Statistics
- ✓ t-test to test the significance of difference between two means
- ✓ Carl Pearson Product Moment Correlation

## II. ANALYSIS AND FINDINGS

The analysis was done as per the objectives of the study.

### 2.1 Objective 1:-to find out the level of Spiritual Intelligence among higher secondary students for the total sample and subsample based on Gender, Locality, and Management of School.

The investigators collected the scores of students on Spiritual Intelligence inventory. As a first step of analysis mean, median, standard deviation and skewness were calculated for the total sample and sub samples. The results are presented in Table 1.

**Table 1**  
Descriptive Statistics for the Total sample and Relevant Subsamples on Spiritual Intelligence

Group	N	Mean	Median	S D	Skewness
Total	320	102.10	106.00	13.334	-.256
Boys	160	100.70	105.50	13.508	-0.080
Girls	160	103.50	107.00	13.049	-0.440
Urban	160	93.03	89.00	11.800	0.824
Rural	160	111.17	111.00	7.206	-0.466
Govt.	160	99.67	101.50	13.574	0.008
Private	160	104.53	108.00	12.670	-0.527

The maximum possible score on the test is 260 and minimum is 52. It can be inferred from the Table -1 that higher secondary students are having low level Spiritual Intelligence. Their mean score on the test is 102.10 which is 40% of the maximum possible score. The standard deviation of the distribution is 13.334, which indicates that the scores are much deviated from the mean score. The mean scores of awareness of the sub samples based on gender, locality and management of the school are around 50% of the total sample, indicating that the sub samples are also having low level Spiritual Intelligence. Median scores also indicate that higher secondary students are having low level Spiritual Intelligence. The distribution is negatively skewed indicating that most of the students have scored more than the mean score. But there are exceptions in the students from urban locality and Government schools.

### 2.2 Comparison of the level of Spiritual Intelligence among higher secondary students based on a) Gender (Boys/Girls), b) Locale (Urban/Rural), c) Management (Government/Private).

#### 2.2.1 Gender

This section of analysis is based on the objective to compare the level of Spiritual Intelligence among higher secondary students based on gender. To study whether significant difference exist in mean scores of Spiritual Intelligence between two categories, the data were analyzed by test of significance for difference between mean scores. The results obtained are presented in Table 2.

**Table 2**

Results of the Test of significance of difference between mean Spiritual Intelligence scores of Higher Secondary Students based on Gender

Group	N	Mean	S D	t-test
Boys	160	100.70	13.508	1.886*
Girls	160	103.50	13.049	

\*P>0.05

The t-test for the sub samples boys and girls is 1.886 which is less than the table value 1.96 at 0.05 level. This reveals that there is no significant difference in the Spiritual Intelligence mean scores of higher secondary school boys and girls. The hypothesis, there is no significant difference in the Spiritual Intelligence among higher secondary students based on gender is therefore accepted.

### 2.2.2 Locale

The hypothesis, there is no significant difference in the Spiritual Intelligence among higher secondary students based on locale (Urban/Rural) is tested in this section. To study whether significant difference exists in mean scores of Spiritual Intelligence between two categories, the data were analyzed by test of significance for difference between mean scores. The results obtained are presented in Table 3.

**Table 3**

Results of the Test of significance of difference between mean Spiritual Intelligence scores of Higher Secondary Students based on Locale

Group	N	Mean	S D	t-test	Significance
Urban	160	93.03	11.800	16.953	P<0.01
Rural	160	111.17	7.206		

The t-test for the sub samples urban and rural is 16.593 which is significant at 0.01 level since it is greater than the table value 2.58 at 0.01 level. This means that there is significant difference between urban school students and rural school students in their Spiritual Intelligence. Rural school students are having a higher level of Spiritual Intelligence compared to the Urban school students. Thus the hypothesis, there is no significant difference in the Spiritual Intelligence among urban and rural higher secondary students is rejected.

### 2.2.3 Management

The hypothesis, there is no significant difference in the Spiritual Intelligence among higher secondary students based on management (Govt./Private) is tested in this section. To study whether significant difference exists in mean scores of Spiritual Intelligence between two categories, the data were analyzed by test of significance for difference between mean scores. The results obtained are presented in Table 4.

**Table 4**

Results of the Test of significance of difference between mean Spiritual Intelligence scores of Higher Secondary Students based on Management

Group	N	Mean	S D	t-test
Private	160	99.67	13.574	3.312**
Govt.	160	104.53	12.670	

\*\*P<0.01

The t-test for the sub samples urban and rural is 3.312 which is significant at 0.01 level since it is greater than the table value 2.58 at 0.01 level. This means that there is significant difference between Government school students and Private school students in their Spiritual Intelligence. Government school students are having a higher level of Spiritual Intelligence compared to the Private school students. Thus the hypothesis, there is no significant difference in the Spiritual Intelligence among government and private higher secondary students is rejected.

## 2.3 Relationship Between Spiritual Intelligence and Social Adjustment of Higher Secondary Students

**Table 5**

Results of the Test of significance of Correlation between Spiritual Intelligence and Social Adjustment

Group	No.	Mean	r	Remark	Degrees of Correlation
Spiritual Intelligence	320	102.10	0.724	Significant	High positive Correlation
Social Adjustment	320	121.61			

The result of Table 5 shows that mean score of Spiritual intelligence is significantly correlated with the mean score of Social Adjustment. The obtained correlation between the two variables is 0.724, which means that the two concerned variables are correlated to each other. So the hypothesis "There is no

significant relationship between Spiritual Intelligence and Social Adjustment of Higher secondary students” is *rejected*. The result indicates that the Spiritual Intelligence and Social Adjustment are influenced by each other. Both are highly positively correlated. If one will increase than other also increased.

#### **2.4 Major Findings of the Study**

- ❖ Higher secondary students are having low level Spiritual Intelligence.
- ❖ There is no significant difference in the Spiritual Intelligence among higher secondary school boys and girls.
- ❖ Urban and rural higher secondary students differ in their level of Spiritual Intelligence. Rural school students are having a higher level of Spiritual Intelligence than Urban school students.
- ❖ Government and Aided higher secondary students differ in their level of Spiritual Intelligence. Government school students are having a higher level of Spiritual Intelligence than Aided school students.
- ❖ There exists significant positive Correlation between spiritual Intelligence and Social Adjustment

#### **2.5 Educational Implications of the Study**

- Integrated value education is not at all possible in the overcrowded and overloaded academic session. So, government and school authorities should implement value education innovative programmes with special preference to Spiritual Intelligence and Social Adjustment twice in a week in each and every schools.
- Value based strategies orientation programme regarding Spiritual Intelligence and Social Adjustment can be included in In-service programmes for teachers.
- The new and variety of life related value based strategies are essential for enhancing moral values of students at any age level.
- A similar study can be conducted among the primary, secondary and college students in different states so that the present value status of students can be generalised.
- Arrange "knowledge enhancement programs" for parents in order to make them play an important role in compatibility of the students and enhancing their educational attainment and value inculcation.
- Conduct workshops and classes in this regard in order to improve the students' mental and psychological health.
- Study the research variables together with the variables such as Spiritual Intelligence and Social Adjustment.

### **III. CONCLUSION**

Value erosion is the tragedy of the fast developing world. Technical advancement and social networking help them to attain cognitive and social upliftment, but the moral standards of the society as a whole is deteriorating day by day. Spiritual Intelligence and Social Adjustment is an urgent requirement for today's world. It is the responsibility of the school authority, teachers, and parents to facilitate and inculcate values with regard to Spiritual Intelligence and Social Adjustment.

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