

Periodic Research

Spiritual Intelligence of Socially Disadvantaged Adolescents Vis A Vis Their Religious Values

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Abstract

The present study was conducted to find out the relationship between spiritual intelligence and religious values of socially disadvantaged adolescents with respect to gender. The socially disadvantaged secondary school students of different schools in Malappuram district of Kerala constituted the population of the study. For the present study, the investigator took a sample of 100 socially disadvantaged secondary school students from 8 schools of Malappuram by purposive sampling technique. A total of 50 boys and 50 girl's students studying in different schools were selected. The investigator used the standardized tool for spiritual intelligence i.e. spiritual intelligence scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar. For studying the religious values, a tool was developed by the investigator. For testing the hypotheses statistical techniques such as product moment correlation and t-test were used by the researcher.

Keywords: Spiritual Intelligence, Religious values, Socially Disadvantaged Students and Secondary School Students.

Introduction

Adolescence is a stage of change and development which comes after childhood. It is a period of growth, transformation and gradual attainment of maturity. The transformation is mental, physical and emotion. The period requires greater attention and care from parents. This critical period is called the adolescent age. The foundations of any family are its members. It is through social wellbeing that social development is attained, hence any parent will wish for the development of their child. No parent wishes to portray their children's behaviour in a negative manner, but only for their wellbeing. As the saying goes "man is a social animal", the rise and fall of a society depends on man. Social wellbeing and development of a society lies in the hands of the upcoming generation. The growth and ability to think rationally in children begins during the adolescent age. It is during this age the character of the child is shaped; hence it is important that they are kept at bay from bad habits and bad influences.

Religion which we consider as the spring of goodness and its moral values should be inculcated in adolescent children so that they grow up to be good individuals. Religious values can also play an important role in shaping spiritual intelligence during this age. As a result, it is safe to say that both religious values and spiritual intelligence should be valued.

Spiritual intelligence

Danah Zohar coined the term "spiritual intelligence" and introduced the idea in 1997 in her book *Re- Wiring the Corporate Brain*. Spiritual intelligence is a lifelong process. For some it is innate from birth to death whereas for others it is got through their social experiences and inner beliefs. It is having more important tendency to protect people and problem solving skills also. So, the spiritual beliefs are an innate part of everyone. Spiritual intelligence emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul, and spirit. According to Vaughan "Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world."

Robert Emmons defines spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment. As I understand it, spiritual maturity implies exercising wisdom and compassion in relationship to other people, regardless of gender, creed, age, or ethnic origin, as well as reverence and respect for all forms of life.

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Spiritual maturity also suggests a subjective sense of insight and understanding based on the willingness to recognize illusions, to love in the face of impermanence, and to come to terms with existential freedom and mortality. It implies a depth and breadth of vision that encompasses a whole spectrum of perspectives and multiple modes of knowing. Furthermore, spiritual maturity implies connecting the inner life of mind and spirit with the outer life of action and service in the world. Self-awareness is essential for developing spiritual maturity.

When attention is directed inward, a person may begin by trying to attend to subjective sensations, feelings and thoughts. At first, one is likely to be completely preoccupied with personal issues, unable to quiet the mind even for a minute. The mind seems to have a mind of its own and may be continuously engaged in reviewing the past or fantasizing plans for the future, despite the best intentions to stay in the moment and witness subjective processes. (Vaughan, F. (2002).

King further proposes four core abilities or capacities of spiritual intelligence: Critical Existential Thinking, Personal Meaning Production, Transcendental Awareness and Conscious State Expansion. Spiritual experiences create a deep insight and novel perspectives to human life. This insight and novel perspective enables a person who is responsible on works and chooses novel solutions to life on creative ways. Spiritual intelligence increases parenting skills of parents and that in turn has enhanced children's competence, self-regulation, psychosocial adjustment and school performance (Brody, 2003).

Religious Values

The most important agents of social control and socialisation can be attained through religion. It can play a significant role in social control and preserving social norms. It exerts controls over the individual and the group in many ways. Factors like common worship, common believes and common ritual can cement in strengthening unity and solidarity of the people.

As the popular saying goes, 'service to humanity is service to God', religion helps in promoting welfare and teaching people to serve the needy. All the major religions insist emphasis on giving charity and taking care of the needy and the poor. Since people are bound to religion they do not question such practises and in that way religion helps in developing philanthropic attitude. This promotes cooperation and mutual help. Various religions have their organisation through which various welfare activities are carried out. Religious values influence the way billions of people think and act. Most of the world's population consider themselves part of a religious public. Their faith and development values are very important foundation of leadership in their daily survives.

Review of Related Literature

Yahyazadeh and Goodarzi (2012) founded in their study that teachers with bachelor and master degree were significantly different in their spiritual intelligence. With the exception of salary and benefit

of teachers' job satisfaction factors were related to the teachers' spiritual intelligence.

Rani et.al. (2013) reported in their study that there was positive correlation between spiritual intelligence and work performance. The results showed that nurses with higher spiritual intelligence perform more in their work.

Kaur (2013) conducted a study on spiritual intelligence of secondary school teachers in relation to their job satisfaction. It was found that, there was no significant difference in the spiritual intelligence of teachers teaching in government and private school and no significant difference was there in the spiritual intelligence of male and female teachers of secondary schools.

Hassan & Shabani (2013), found that emotional intelligence is a full mediator between spiritual intelligence and mental health. This implied that, without EI, SI may not have any significant contribution on adolescent's mental health. SI, however, significantly contribute to increase EI of the adolescents and EI significantly contribute to adolescents' mental health.

Charkhabi et.al.(2014) reported in their study that the intervention of spiritual intelligence led to a significant reduction in the amount of interpersonal sensitivity, somatization, obsessive-compulsive, depression, anxiety, aggression, phobic, paranoid ideation, and psychosis in the experiment group than control one.

Rationale of Study

There are a number of studies focusing on studying the spiritual intelligence and religious values of students with varied groups such as secondary school students, higher secondary students, higher education students etc. The investigator could not trace out studies pertaining to the relationship between spiritual intelligence and religious values among socially disadvantaged adolescents. Hence, the investigator felt the need to study the relationship between spiritual intelligence and religious values of socially disadvantaged adolescents.

Statement of the problem

The study intended to find out the relationship between Spiritual intelligence and religious values of socially disadvantaged adolescents with respect to gender as well as the level of spiritual intelligence and religious values of socially disadvantaged adolescents. Hence, the study was entitled as:

Spiritual Intelligence of Socially Disadvantaged Adolescents Vis A Vis Their Religious Values

Objectives

1. To study the level of spiritual intelligence of secondary school students belonging to socially disadvantaged group of Malappuram district of Kerala.
2. To explore the religious values of secondary school students belonging to the socially disadvantaged group of Malappuram district of Kerala.
3. To study the relationship between spiritual intelligence and religious values of secondary school students belonging to the socially

disadvantaged group of Malappuram district of Kerala.

- To compare the spiritual intelligence of boys and girls belonging to the socially disadvantaged group of Malappuram district of Kerala.
- To compare the religious values of boys and girls belonging to the socially disadvantaged group of Malappuram district of Kerala.

Hypotheses

- The secondary school students belonging to the socially disadvantaged group will have moderate level of spiritual intelligence.
- The secondary school students belonging to the socially disadvantaged group will have moderate level of religious values.
- There exists significant relationship between spiritual intelligence and religious values of secondary school students belonging to the socially disadvantaged group.
- There is no significant difference between spiritual intelligence of boys and girls belonging to socially disadvantaged group.
- There is no significant difference between religious values of boys and girls belonging to the socially disadvantaged group.

Methodology

Since the study intends to reveal the relationship between spiritual intelligence and religious values of secondary school adolescents belonging to socially disadvantaged group, it was a descriptive type of study in which investigator used survey method to collect data.

Population

The socially disadvantaged secondary school students of different schools in Malappuram

Table 3.1 Level of Spiritual Intelligence Of Socially Disadvantaged Secondary School Students

| Mean | S.D. | Category of score | Scores on spiritual intelligence | Level of spiritual intelligence | Number of students | Percentage (%) of students |
|--------|------|-------------------------------------|----------------------------------|---------------------------------|--------------------|----------------------------|
| 212.58 | 9.16 | Above $M+1\sigma$ | Above 222 | High spiritual intelligence | 18 | 18% |
| | | Between $M+1\sigma$ and $M-1\sigma$ | Between 205-221 | Moderate spiritual intelligence | 57 | 57% |
| | | Below $M-1\sigma$ | Below 204 | Low spiritual intelligence | 25 | 25% |

Interpretation

Table 3.1 shows that in case of the total sample of 100 secondary school students; the students scoring 222 and above, scoring 205-221 and 204 and below comes under the high, moderate and low level of spiritual intelligence respectively. The scores obtained on Spiritual intelligence scale had a mean of 212.58 and standard deviation value of 9.16. The number of students and their percentage of the level of spiritual intelligence of secondary school students belonging to socially disadvantaged group is given in table 3.1.

From table 3.1 it was found that 18% of secondary students belonging to socially disadvantaged group of Malappuram district of Kerala

district of Kerala constituted as the population of the study Sample For the present study, the investigator took a sample of 100 socially disadvantaged secondary school students from 8 schools of Malappuram by purposive sampling technique. A total of 50 boys and 50 girl's students studying in different schools were selected.

Tools for Data Collection

The investigator used the standardized tool on spiritual intelligence i.e. spiritual intelligence scale by Dr. Santosh Dhar and Dr. Upinder Dhar. It was modified by the investigator to fulfill the purpose of the study. For studying the religious values, a tool was constructed by the investigator.

Statistical Technique Used

For testing the hypotheses Pearson product moment correlation and t-test were used by the researcher.

Analysis and Interpretation of Data

Analysis of level of spiritual intelligence of socially disadvantaged secondary school students.

The data collected on spiritual intelligence using the Spiritual intelligence scale from socially disadvantaged secondary school students was analysed and interpreted.

H₁

These secondary school students belonging to the socially disadvantaged group will have moderate level of spiritual intelligence.

In order to study the hypothesis of the study, the investigator tabulated the obtained data on spiritual intelligence of secondary school students belonging to socially disadvantaged group into different levels of spiritual intelligence which is presented in table 3.1

shows the high level of spiritual intelligence, 57% of the secondary school students belonging to the socially disadvantaged group of Malappuram district of Kerala show the Moderate level of spiritual intelligence and 25% of secondary school students belonging to socially disadvantaged group of Malappuram district of Kerala show below average level of spiritual intelligence. Hence, it was concluded that majority of secondary school students belonging to socially disadvantaged group of Malappuram district of Kerala has moderate level of spiritual intelligence.

Analysis of Level of Religious Values of Socially Disadvantaged Secondary School Students

H₂

The secondary school students belonging to the socially disadvantaged group will have moderate level of religious values.

Table 3.2 Level of Religious Values of Socially Disadvantaged Secondary School Students

| Mean | S.D. | Category of score | Score | Level of religious value | Number of students | Percentage (%) of students |
|--------|------|---------------------------------------|---------------|--------------------------|--------------------|----------------------------|
| 120.37 | 6.74 | Above M+1 σ | 127 and above | High religious value | 19 | 19% |
| | | Between M+1 σ and M-1 σ | 114 to 126 | Moderate | 71 | 71% |
| | | Below M-1 σ | 113 and below | Low level | 10 | 10% |

Interpretation

Table 3.2 shows that in case of the total sample of 100 secondary school students; the students scoring 127 and above, scoring 114-126 and 113 and below comes under the high, moderate and low level of religious values. The students (boys & girls) have mean value of 120.37 and standard deviation value of 6.74 on religious values.

From the table 3.2 found that 19 % of secondary students belonging to socially disadvantaged group of Malappuram district of Kerala shows the high level of religious values. 71 % of the secondary school students belonging to the socially disadvantaged group of Malappuram district of Kerala show the Moderate level of religious values and 10 % secondary school students belonging to socially disadvantaged group of Malappuram district of Kerala show below average level of religious values. Hence, it was concluded that majority of secondary school students belonging to socially disadvantaged group of Malappuram district of Kerala lies in between moderate level of religious values.

In order to satisfy the objectives of the study the investigator tabulated the obtained data on level of spiritual intelligence of secondary School students belonging to socially disadvantaged group. The following section deals with the data pertaining to the level of religious values of secondary school students, which have been presented in table No. 3.2.

Analysis of relationship between spiritual intelligence and religious values of socially disadvantaged secondary school students

The data collected on spiritual intelligence and religious value by using the spiritual intelligence and religious value scale from socially disadvantaged secondary school students were analysed and interpreted.

H₃

There exists significant relationship between spiritual intelligence and religious values of secondary school students belonging to the socially disadvantaged group.

To study the relationship between the spiritual intelligence and religious values of secondary school students belonging to the socially disadvantaged group of Malappuram district of Kerala, the scores obtained by administering the designed tool were scored and analysed by using Pearson product moment correlation. The result of the analysed data are given in table 3.3 showing 'r' value and level of significance with respect to spiritual intelligence and religious values of secondary school students belonging to the socially disadvantaged group of Malappuram district of Kerala.

Table 3.3 Showing Relationship between Spiritual Intelligence and Religious Values of Secondary School Students

| Category | Number of students | Df | 'r' value | Remark |
|----------|--------------------|----|-----------|-------------------------------|
| Boys | 50 | 98 | 0.5366 | Moderate positive correlation |
| Girls | 50 | | | |

Table 3.3 shows the coefficient of correlation between the spiritual intelligence and religious values of secondary school students belonging to the socially disadvantaged group of Malappuram district of Kerala. It was found from table 3.3 that the 'r' value of the spiritual intelligence and religious values and of secondary school students belonging to socially disadvantaged group of Malappuram district of Kerala is 0.5366 which is found to be greater than table value of 'r' with the df of 98 at 0.05 level. Hence, it is concluded that there is significant relationship between the spiritual intelligence and religious values at 0.05 level.

So it can be interpreted that there is significant moderate positive correlation between the

spiritual intelligence and religious values of secondary school students belonging to socially disadvantaged group. There exists a moderate level of positive relationship between spiritual intelligence and religious values of secondary school students.

Analysis of Significant Difference between Spiritual Intelligence of Boys and Girls Belonging To the Socially Disadvantaged Group

The data collected on spiritual intelligence using the Spiritual intelligence scale from socially disadvantaged secondary school students was analysed and interpreted.

H₀₄

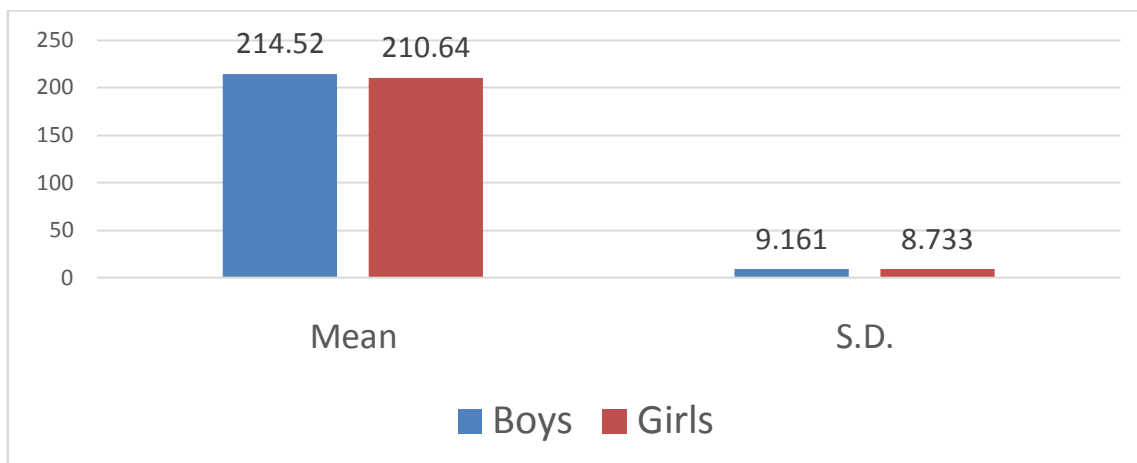
There is no significant difference between spiritual intelligence of boys and girls belonging to socially disadvantaged group.

Table 3.4 Showing Comparison of Spiritual Intelligence of Boys and Girls

| Category | N | Mean | S.D. | df | S.E.D. | 't' value | Level of significance |
|----------|----|--------|-------|----|--------|-----------|-------------------------------|
| Boys | 50 | 214.52 | 9.161 | 98 | 3.202 | 1.21 | Not significant at 0.05 level |
| Girls | 50 | 210.64 | 8.733 | | | | |

Graph 3.1

Showing Mean And S.D. Value Of Boys And Girls Belongs To Socially Disadvantage Group.



Interpretation

Table 3.4 and graph 3.1 shows the Mean, S.D, t-value and level of significance of the spiritual intelligence of the boys and girls belongs to socially disadvantage section. From the table 3.4 it is found that the mean value of the socially disadvantage groups of the boys and girls are 214.52 and 210.64 respectively. The S.D. value of boys is 9.161 and girls is 8.733. Also the calculated t-value is 1.21 which is found to be less than table value of 't' of 1.98 with the df of 50 at 0.05 level. Hence, it is concluded that the t-value is not significant at 0.05 level. Therefore, the null hypothesis is accepted i.e. there is no significant

difference in the spiritual intelligence of boys and girls belonging to socially disadvantaged group.

Analysis of significant difference between religious values of boys and girls belonging to the socially disadvantaged group

The data collected on religious value using the religious value scale from socially disadvantaged secondary school students were analysed and interpreted.

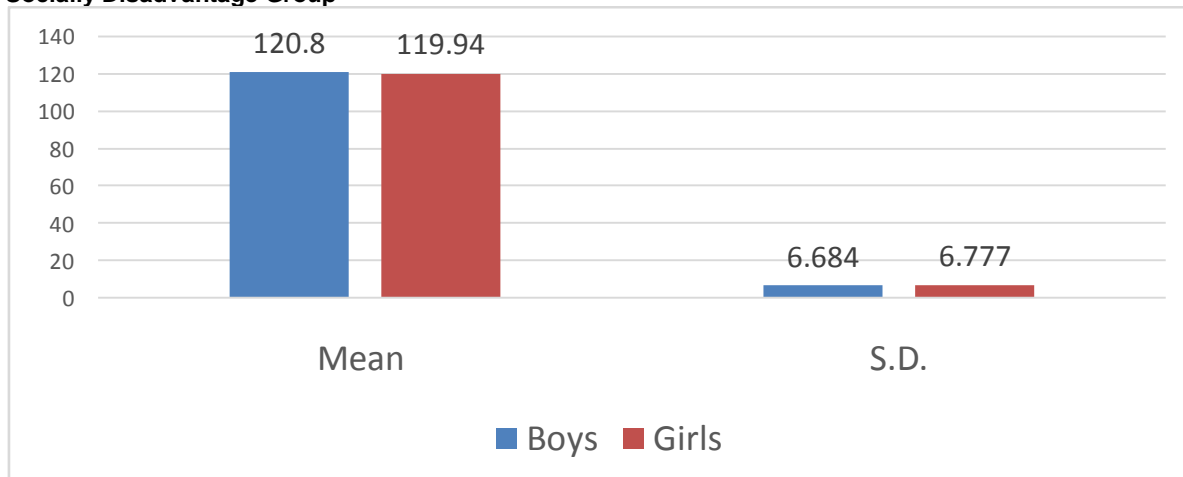
H₀₅

There is no significant difference between religious values of boys and girls belonging to socially disadvantaged group.

Table 3.5 Showing Comparison of Religious Values of Boys and Girls

| Category | N | Mean | S.D. | Df | S.E.D. | 't' value | Level of significance |
|----------|----|--------|-------|----|--------|-----------|-------------------------------|
| Boys | 50 | 120.8 | 6.684 | 98 | 1.346 | 0.639 | Not significant at 0.05 level |
| Girls | 50 | 119.94 | 6.777 | | | | |

Graph 3.2 Showing Comparison of Mean and S.D. Value of Religious Values of Boys and Girls Belongs To Socially Disadvantage Group



Interpretation

Table 3.5 and graph 3.2 shows the Mean, S.D, t-value and level of significance of the religious values of the boys and girls belongs to socially disadvantage section. From the table 3.5 it is found that the mean value of the socially disadvantage groups of the boys and girls are 120.8 and 119.94 respectively.

The S.D. value of boys is 6.684 and girls is 6.777. Also the calculated t-value is 0.639 which is found to be less than table value of t with the df of 50 at 0.05 i.e. 1.98. Hence, it is concluded that the t-value is not significant at 0.05 level. Therefore, the null hypothesis is accepted i.e. there is no significant difference in the religious values of boys and girls belonging to socially disadvantaged group. From the mean score of religious values of boys and girls of socially disadvantaged students it is also found that both the boys and girls have same level of religious values and it can be concluded that religious values of boys and girls of socially disadvantaged secondary school students do not differ significantly.

Findings and Conclusion

The findings and conclusion of the study were as follows:

1. There is moderate level of spiritual intelligence of secondary school students belonging to socially disadvantaged group of Malappuram district of Kerala. The study shows that majority of secondary school students lies in between moderate level of spiritual intelligence. The findings of the present study were supported by studies of Howard, Guramatunhu & White (2009).
2. There is moderate level of religious values of secondary school students belonging to socially disadvantaged group of Malappuram district of Kerala. The study showed that majority of secondary school students lies in between moderate level of religious values. The findings of the present study were supported by studies of Erickson (1992).
3. There is significant moderate positive correlation between the spiritual intelligence and religious values of secondary school students belonging to socially disadvantaged group of Malappuram district of Kerala. The study showed that spiritual intelligence affects the religious values of secondary school students belonging to socially disadvantaged group. The present findings are in consonance with findings of the studies of Mohammadyari (2012), Bryant, Choi & Yasuno (2003).
4. There is no significant difference between spiritual intelligence of boys and girls belonging to socially disadvantaged group. The study showed that boys and girls belong to socially disadvantaged group have almost same spiritual intelligence. The present findings were supported by the studies of Amrai, Farahani, Ebrahimi, & Bagherian (2011).
5. There is no significant difference between religious values of boys and girls belonging to socially disadvantaged group. The study shows that boys and girls belong to socially

disadvantaged group have almost same religious values. The present findings were supported by the studies of Tjart&Boersma (1978).

Suggestions for Further Studies

1. The present study was conducted in the secondary students of Malappuram district of Kerala. It can be conducted at other levels such as senior secondary and higher education.
2. The present study was conducted only on one district of Kerala. Further studies can be done on all the district and different states also.
3. The present study was conducted over a sample of 100 secondary school students. Similar type of study can be conducted by taking large sample in order to generalize the results.
4. The present study was conducted only on disadvantaged adolescents. Further studies can include other groups of students as well.
5. The study can be undertaken on various other variables like social intelligence and problem-solving skills.

Limitations

1. The study has taken only OBC, SC and ST categories of students as socially disadvantaged group. It did not consider students of physically challenged, marginalised group, mentally retarded etc.
2. Purposive sampling technique was used for selecting the sample. But, the sample was not taken proportionately.

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