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**A study of spiritual intelligence in academic achievement among higher secondary school students of U.P.Board**

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**Abstract:** The present study has been designed to investigate the relationship and role of spiritual intelligence in the academic achievement of higher secondary school students along with variable like gender and regional differences on the basis of spiritual intelligence. The study was conducted over a sample of 100 (50 boys and 50 girls) higher secondary school students study in class XI in 10 different schools (5 urban and 5 rural) of Varanasi District, affiliated to U.P. Board, Allahabad & Dr. Danah Zahor. Spiritual intelligence Scale was used to measure students' spiritual intelligence and the aggregate score of selected students in the board examination was taken to show their level of academic achievement.

**KeyWord:** Academic achievement, Spiritual intelligence, higher secondary students.

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## **INTRODUCTION**

A higher level of intelligence power distinguishes human being from other animal on this planet. It has been the favorite subject of research for psychologists. In the 20<sup>th</sup> century, they created IQ tests to define and measure intelligence power of an individual. But it proved inadequate for measuring the wide spectrum of intelligence. In the 21<sup>st</sup> century they are saying that ultimate intelligence is spiritual intelligence (SI). In his book 'Intelligence Reframed' 1999, Gardner offers that one might add a "philosophical intelligence" which would combine spiritual, moral, emotional, cosmic and religious intelligences. Zohar and Marshall (2000) created the term spiritual intelligence (SI). SI is our access to and use of meaning, vision and value in the way that we think and the decision that we make. It is the intelligent that makes us whole, that gives a soul's intelligence, the intelligence of deep self that with which we ask fundamental questions and with which we reframe our answers. SI is concerned with the inner life of mind and spirit and its relationship to being in the world.

## **SPIRITUAL INTELLIGENCE:**

Goleman in 2002 stated that a man in order to succeed in life requires more than a high IQ and it is emotional intelligence (EQ), which includes features such as self-awareness, power of 3 performance, flexibility, self-control, empathy and intuition. A series of studies and evidences that are provided by psychology, neuroscience, anthropology and cognitive sciences have proposed a third intelligence called spiritual intelligence. Today, it is said that IQ and EQ are not responsible for

47 | Received: 5 March Revised: 13 March Accepted: 22 March

**Index in Cosmos**

**April 2018 Volume 8 Number 4**

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everything and not really effective, but human being requires a third factor that is called spiritual intelligence or briefly (SQ) (Cherian, P., 2004).

#### **SPIRITUAL INTELLIGENCE AND ITS COMPONENTS:**

About the components of spiritual intelligence various ideas have been presented. In explaining spiritual intelligence or SQ we said that spiritual intelligence is a unique intelligence that is used for solving problems related to the meaning and value of life. Cindy Wiggles Worth considers spiritual intelligence as the ability to act with compassion and kindness and wisdom, while maintaining inner and outer peace, regardless of the circumstances (Wiggles Worth, Cindy., 2004).

#### **SPIRITUAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT**

In the 21st century there are three main explosions; population explosion, explosion of knowledge and lastly the explosion of aspirations. During such times, it has become very difficult for us to exist and live our life successfully. Especially, today's adolescents are getting very much affected due to these changes and are facing much higher levels of stress. Academic performance is just one of the many challenges faced by higher secondary students. Research into the disquieting trend of student underachievement reveals several factors that contribute to failure, makes recommendations to rectify the issue, and yet provides few real answers or positive solutions for educators. Some researchers indicate that students are simply not interested in the learning, nor are motivated to achieve. Ford's Motivational Systems Theory (MST) defines motivation through organized patterns that guide how a student is directed, energized, and regulated (1992). Other studies show that certain factors such as school or personal environments can have a positive influence on achievement (Hoover-Schultz, 2005). The inclusion of character or moral education (Winton, 2008), the insertion of social development and even the exploration of emotional intelligence have been indicated as influencing achievement. Therefore, some professionals believe that this spiritual component is indeed a form of intelligence and should be incorporated into educational curricula (Halford, 1999). Of particular concern for the current study is whether a student's development in these diverse constructs, particularly in the spiritual realm, affects his or her academic performance. Researchers have investigated the influence of spiritual elements on academic performance at the college level, yet there are few studies that deal with this concept at the secondary level (Patel.S.&Deepa,2014 Pant Naveen 2014), and known address the concept of achievement. In an effort to help educators and parents understand if including a spiritual component will aid in whole child development and ultimately motivate achievement. the current study examined if there was in fact a relationship between a student's self-reported spiritual intelligence and his or her achievement.

#### **STATEMENT OF THE PROBLEM**

"A study of Spiritual intelligence in Academic achievement among Higher Secondary School Students of U.P. Board".



### OBJECTIVES OF THE STUDY

1. To find out the relationship between high achiever boys and high achiever girls on Spiritual intelligence.
2. To find out the relationship between low achiever boys and low achiever girls on Spiritual intelligence.

### HYPOTHESES FOR THE STUDY

1. There is no significant relationship between high achiever boys and high achiever girls on Spiritual intelligence.
2. There is no significant relationship between low achiever boys and low achiever girls on Spiritual intelligence.

### METHODOLOGY

The major purpose of the study is to find out the relationship between high achiever boys and high achiever girls on Spiritual intelligence of higher secondary students. So the method adopted for the study will be a descriptive survey, which will be intended to measure the Spiritual Intelligence. The sample for the study comprised of 100 of higher secondary level students of Varanasi(U.P.) city. 'test of Spiritual Intelligence' developed by Danah & Zohar was Used to measure Spiritual Intelligence of students. t-ratio have been calculated for the analysis of the data.

### ANALYSIS AND MAJOR FINDINGS

**TABLE 1:**

**The relationship between high achiever boys and high achiever girls on Spiritual intelligence.**

Groups	N	Mean	SD	df	CR	Remarks
High Achiever Boys	50	114.32	9.93	98	0.45	Not significant
High Achiever Girls	50	115.00	10.23			

\*significant at 0.05 level

The above table show that high girls have more value of mean and SD than high achiever boys .CR value on both the group are not significant at 0.05 as well as 0.01 level. so, our first hypothesis that "there is no significant differences between high achiever boys and high achiever Girl on Spiritual intelligence will be accepted.

**TABLE 2 :**

**The relationship between Low achiever boys and Low achiever girls on Spiritual intelligence.**

Groups	N	Mean	SD	df	CR	Remarks
Low Achiever Boys	50	109.37	8.81	98	1.574	Not significant
Low Achiever Girls	50	111.81	11.73			

\*significant at 0.05 level



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The above table shows that CR value on both the group are not significant at 0.05 as well as 0.01 level. It means that so, our second hypothesis that “there is no significant differences between high boys and high achiever Girl on Spiritual intelligence will be accepted.

### CONCLUSION

Students with high spiritual intelligence have an ability to reframe, and to see things in a wider context. This will embrace their holistic thinking and engages the whole person students to think critically and creatively for themselves. Through high spiritual intelligence the effectiveness of academic achievement can be enhanced and that will enable them to achieve with seeing larger patterns and relationships in their personal and professional life.

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50 | Received: 5 March Revised: 13 March Accepted: 22 March

Index in Cosmos

April 2018 Volume 8 Number 4

UGC APPROVED



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51 | Received: 5 March Revised: 13 March Accepted: 22 March

**Index in Cosmos**

**April 2018 Volume 8 Number 4**

**UGC APPROVED**