

# IMPACT OF SPIRITUAL INTELLIGENCE ON ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS

**\*Dr. Umesh Chandra Kapri**

## ABSTRACT

In this technological age the students are today facing more challenges and opportunities. To reduce their stress and improve their well-being it is very important to develop their spiritual intelligence. Spiritual Intelligence has a significant influence on the quality of life and success for senior secondary school students. According to Stephen Covey (2004) Spiritual intelligence is the central and most fundamental of all the intelligences, because it becomes the sources of guidance for the others. The present study is intended to examine the adjustment problems of school students of Faridabad district of Haryana. Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. The students, who are spiritually intelligent, will have a better adjustment with themselves as well as with others. A descriptive correlational study was conducted on 240 students selected randomly from 10 senior secondary schools located in Faridabad district of Haryana. The data were collected with the help of Adjustment Inventory for School Students (AISS) developed by Dr. A.K.P. and Spiritual Intelligence Test developed by Prof. Roquiya Zainuddin Chairman of Education Aligarh Muslim University (AMU) Aligarh. The data collected were analysed by using statistical techniques such as mean, standard deviation and Pearson's correlational coefficient to interpret the correlation between spiritual intelligence and adjustment of senior secondary school students. The findings of the study have shown that adjustment of senior secondary school students is significantly correlated with their spiritual intelligence. Therefore, it can be concluded that adjustment of the students is closely correlated to their spiritual intelligence.

**Keywords:** Adjustment, Spiritual Intelligence.

---

**\*Associate Professor: Gold Field College of Education, Faridabad**

## INTRODUCTION

Education is a boon and blessing to humanity. All progress and prosperity of human cultures and civilization is due to education. UNESCO has identified various tensions and crisis of modern society and suggested four pillars "learning to know, learning to do, learning to live together and learning to be" for strengthening the education system. Holistic education engages the whole person to draw a humanizing and holistic education which is more spiritual than philosophical. Such education addresses the "deep heart's core," as poet Yeats said. At its best, education is a spiritual affair.

Adolescence is the stage of rapid change of an individual's physical, mental, social, moral and spiritual outlook. During this period the body goes through revolutionary changes. Adolescence is the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. If intellectual, emotional and spiritual intelligence level is high in adolescents they will be able to deal positively with all the aspects of matters related to physical, psychological and emotional well. Intelligence is characterized by the whole behavior of an individual and is a sum of his abilities. According to national survey of child and adolescent well-being (NSCAW) 1997-2013, adolescents well-being depends on the capacity of their family to nurture and care for them. MHRD (Oct 2011 working group report) on elementary education and literacy 12th five year plan (2012-2017) emphasis on adolescent education and providing good programs, practical recommendations and proposed financial outlay for adolescence well-being.

## ADJUSTMENT

The Adjustment is a very complex term. It is concern to one's individuality and situation. Personal Adjustment is a process of interaction between us and the environment. Personal Adjustment depends on successful interaction. A person with misadjustment often experiences feelings of depression or anxiety or combined depression and anxiety. As a result, that person may act out behaviorally against the "rules and

regulations" of family, work, or society. In some people, an adjustment may manifest itself in such behaviors as skipping school, unexpected fighting, recklessness, or legal problems. Other people, however, instead of acting out, may tend to withdraw socially and isolate themselves during their adjustment problems. Thus adjustment is;

- 1) The act of adjusting, or condition of being adjusted.
- 2) Adjustment is an equitable arrangement of conflicting claims, as in set-off, contribution, exoneration, subrogation, and marshaling.

Adjustment is a process of adapting one's behaviour to produce a more harmonious relationship between himself/herself and his/her environment (Gate & Gersild, 1973).

### **SPIRITUAL INTELLIGENCE**

Intelligence is one of the fundamental concepts in the psychology. Gardner (1997) believes that intelligence is a set of abilities that one uses for solving problems in according to his special culture. Intelligence is closely tied to the problem solving behavior. Thus, if spirituality is considered a form of intelligence, should enable individual to solve his problems according to the specific cultural situation. Spiritual intelligence is awareness of facts, values, validity and ethics of the person (King, 2008). Spiritual intelligence is related to what is operating and continuing of innovation and commitment. John and Pourhit (2006) believes spiritual intelligence is experienced ability that gives students access to more knowledge and understanding and provides condition to achieve to the perfection and progress in the life and workplace. Complete image of human intelligence is provided with descriptions of spiritual intelligence.

Thus, we can say that spiritual intelligence go beyond individual physical and cognitive relationships with his surroundings and enter the visual field. It is related to the inner life of the mind and soul and its relation with the world and is including capacity of deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence appeared as consciousness and the ever-growing knowledge of matter, life, body, mind, soul and spirit. Spiritual Intelligence is not necessarily religious or even dependent upon religion as its foundation. .

According to Emmons (2000) the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment is known as spiritual intelligence. According to Wigglesworth (2002) Spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation. Five components of spiritual intelligence are as follows:

- The capacity to transcend the physical and material.
- The ability to experience heightened states of consciousness.
- The ability to sanctify everyday experience.
- The ability to utilize spiritual resources to solve problems.
- The capacity to be virtuous.

Spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhances their daily functioning and well-being.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Spiritual intelligence is an infrastructure of individual's beliefs, provision of mental health, physical health, efficiency and social. It is determined that there is a significant relationship between spiritual intelligence variable with the happiness variable. Some features such as love, kindness, honesty, patience, tolerance, inner peace or balance in the face of existential challenges of life are associated with spiritual intelligence of an individual. Spiritual intelligence influence Students' characteristics and behaviour which include health, nutrition, preschool experience, language, motivation and curriculum etc. Thus, spiritual intelligence is the infrastructure of individual beliefs that influence his performance and formatting real form of life. The adjustment of senior secondary school students depend on spiritual intelligence and several associated factors. Several studies had provided substantial evidence favouring adjustment, for quality education. Complexity and multi-dimensional nature of adjustment warrants a comprehensive study of the factors related with it. Is there any relation of adjustment with students' spiritual intelligence? Can we predict Adjustment from his/her spiritual intelligence? These are some of the questions which are

to be answered. One's spiritual intelligence is a unitary ability helpful in knowing, feeling and judging cooperation with one's thinking process to behave in a proper way, for the ultimate realization of happiness and welfare of the self in tune with others. Spiritually intelligent students will have a better adjustment with themselves as well as with others.

The present study, therefore, is justified on the grounds to explore the relationship between adjustment and spiritual Intelligence (SQ) of senior secondary school students. It may be helpful for teachers, administrators and policy making bodies for framing curriculum for better adjustment of students.

## **STATEMENT OF THE PROBLEM**

### **Impact of Spiritual Intelligence on Adjustment of Senior secondary school Students**

## **OBJECTIVES OF THE STUDY**

1. To study the adjustment of senior secondary school students.
2. To study the Spiritual Intelligence of senior secondary school students.
3. To study the relationship between adjustment and spiritual intelligence of senior secondary school students.

## **HYPOTHESIS**

1. There is no significant correlation between adjustment and spiritual intelligence of senior secondary school students.

## **DESIGN OF THE STUDY**

A descriptive survey method was used to find out the relationship between adjustment and spiritual intelligence of senior secondary school students.

**Population:** The population of the study consisted of the students studying in CBSE affiliated senior secondary schools located at urban area of Faridabad district of Haryana state.

**Sample:** The sample of the study consisted of 240 students of 11th class belonging to CBSE affiliated senior secondary schools of Faridabad district of Haryana state. Equal numbers of male and female students were taken for the study. The selection of schools and the students for the study was made through random sampling technique.

## **TOOLS USED**

1. Adjustment Inventory for School Students (AISS) constructed and standardized by Dr. A.K.P. Sinha, Professor Emeritus, Department of Psychology Patna University.
2. Spiritual Intelligence Test developed by Prof. Roquiya Zainuddin Chairman of Education Aligarh Muslim University (AMU) Aligarh.

## **PROCEDURE FOR DATA COLLECTION**

Spiritual Intelligence is not necessarily religious or even dependent upon religion as its foundation. First of all, before the collection of data the investigator contacted the principals of the selected schools in order to get permission for data collection, by explaining the purpose of the study. They were assured that the data would be used for research purpose only and the responses would be kept confidential. After getting permission of the principals and winning the co-operation of the teachers all possible efforts were made to ensure the best possible conditions for administering the tests and to make the students feel at ease and to respond to the test with full concentration.

## **DELIMITATION OF THE STUDY**

The present study was delimited to:

1. Senior secondary school students studying in class IX only.
2. CBSE affiliated senior secondary school students particularly located at Faridabad district of Haryana only.

- Both male and female students studying senior secondary schools were taken as sample.

### ANALYSIS AND INTERPRETATION OF DATA

The quantitative collected data were analyzed by using statistical techniques like Mean, standard deviation and Pearson's correlation coefficient were used for analysis of the data and their interpretation.

#### Relation between Adjustment of Senior secondary school Students with their spiritual intelligence:

The table-1 given below shows descriptive statistics and correlation coefficient between the adjustment and spiritual intelligence of senior secondary school students.

Tale-1:Coefficient of Correlation between Variables					
Variables	N	Mean	S.D	Correlation Coefficient	Remarks
Adjustment	240	32.36	11.69	0.793	Significant
Spiritual Intelligence	240	248.27	49.07		

The mean score of the data of adjustment of 240 students of senior secondary schools was found to be 32.36 with standard deviation 11.69 and the mean score of the data of spiritual intelligence of 240 students of senior secondary schools was found to be 248.27 with standard deviation 49.07. The coefficient of correlation between adjustment and spiritual intelligence of senior secondary school students was calculated to be 0.793 which is highly significant at 0.01 and 0.05 levels of significance. Interpreting the data it has come to the conclusion the there is a significant correlation between senior secondary school students' adjustment with their spiritual intelligence.

### MAJOR FINDINGS

- The value of coefficient of correlation ( $r$ ) came out to be 0.793 which indicates that there is a positive correlation between spiritual intelligence and adjustment of senior secondary school students, which is significant at 0.01 level of confidence. Thus the null hypothesis which states, "There exists no significant correlation between spiritual intelligence and adjustment of senior secondary school students" is rejected.
- A significant positive correlation was found between adjustment and spiritual intelligence of senior secondary school students.

### CONCLUSIONS

By reviewing the research it is concluded that adjustment and spiritual intelligence of senior secondary school students are positively co-related with each other. Adolescence is an important period for spiritual intelligence training. As a sort of intelligence, spirituality extends the psychologist's conception of spirituality and allows its association with rational cognitive processes like goal achievement and problem resolution. The spiritual intelligence provides a general basis for the individual to be able to consider his seeking for goals and meaning in life, and to move in.

### SUGGESTIONS FOR FURTHER RESEARCH

- An experimental research of the effects of SI training program and its effect on adjustment of senior secondary school students may be conducted.
- India is a vast country, having different areas and regional approaches, cultures civilizations, circumstances and facilities available varying from each other. A similar study may be conducted on a large sample and analyzed.
- A study may be conducted in relation to demographic variables like status, gender, area, academic status etc.
- A similar study may be carried out taking the Government and private senior secondary school students both from rural and urban areas.

### REFERENCES



1. Ajay Kumar Bansal. (2007). *How EQ and SQ affects the science achievement of the secondary level students. Indian journal of psychometry and education.* 7, pp.93-95.
2. Binet. A. & Simon, T. (1916). *The development of intelligence in children: (the Binet-Simon scale).* Baltimore, MD: Williams and Wilkins Company.
3. Bowell, R.A,(2005). *The steps of spiritual intelligence,* Nicholes Brealey, UK.
4. Dhingra, Rajini; Manas , Sarika & Thakur, Nirmala(2005). *Establishing connectivity of EQ and SQ with social adjustment: A study of Kashmir migrant women. Journal of human ecology;* 18, pp.313-317
5. Emmons A. R. (2000). *Spirituality and Intelligence: Problems and Prospects. The international journal for the psychology of religion,* 10(1), 57–64.
6. Jain, Madhu & Purohit,P. (2006) *Spiritual Intelligence: A contemporary concern with regard to living status of the senior citizens , Journal of the Indian Academy of Applied Psychology ,* 32, 227 - 233.
7. Mayer, J. (2000). *Spiritual intelligence—or spiritual consciousness? The International Journal for the Psychology of Religion,* 10, 47–56.
8. Vaughan, F. (2003): *What is Spiritual Intelligence? Journal of Humanistic Psychology,* Sage Publications. Vol. 42, No. 2. 16-33.
9. Zohar, D., & Marshall, I. (1997) *Spiritual Intelligence: The Ultimate Intelligence.* London: Bloomsbury

