



SPIRITUAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF MALE AND FEMALE SECONDARY SCHOOL STUDENTS IN KASHMIR

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ABSTRACT

A student's spiritual intelligence acts as an internal motivation that encourages or predicts his or her achievement. Therefore, the current study investigated the effect of a secondary student's spiritual intelligence on his or her academic achievement. The study aimed to study the spiritual intelligence and academic achievement among secondary school students. The study was conducted on a sample of 300 secondary school students, out of which 150 were male students and 150 were female students. The findings reveal that the causes of spiritual intelligence among the secondary school students differ on the basis of Gender at different board; this may be due to the fact that the male and female students perceive spiritual intelligence merely as a subject and does not provide equal attention as to other subject..

Keywords: *Spiritual Intelligence; Academic Achievement.*

INTRODUCTION

Spiritual intelligence is a higher dimension of intelligence that activates and presents the qualities and abilities of one's self (or the soul), in the form of wisdom, joy, love, creativity, and peace. Spiritual intelligence results in a sense of deeper responsibility with improvements in a wide range of important life skills and work skills.

Spiritual Intelligence is to understand and think who you are and to live life with complete awareness in the society. Spiritual intelligence expands one's capacity to understand others at the deepest level. Spiritual understanding helps us to explore both the 'true cause' of behaviour without judgment, and the 'true needs' of others until they themselves learn to meet their own needs. The current study is to understand how spiritual intelligence helps students to understand and fulfil academic needs of students. Scope of the spiritual Intelligence study helps to identify the purpose of spiritual intelligence, how it helps to align personal value with purpose, understand how academic achievement can be improved.

II.OBJECTIVES OF THE STUDY

1. To study the spiritual Intelligence of male and female secondary school students.
2. To study Academic Achievement of male and female secondary school students.
3. To Compare male and female secondary school students on spiritual intelligence.
4. To compare male and female secondary school students on Academic Achievement.



III.HYPOTHESIS

1. Male and Female Secondary School Students differ significantly on Spiritual Intelligence.
2. Male and Female Secondary School Students differ significantly on Academic Achievement.

IV.OPERATIONAL DEFINITION OF VARIABLES

The following operational definitions were been formulated for the present study:

- 1. Spiritual Intelligence:** In the present study, spiritual intelligence has been operationally defined as the scores obtained by administering the Spiritual Intelligence Self-Report Inventory (SISRI-24) developed by King (2008)
- 2. Scholastic Achievement:** For the present study, scholastic achievement was been operationally defined as the scores obtained by the sample subjects in their previous two examinations.

V.SAMPLE

The sample for the study consisted of 300 secondary school students in which 150 were male secondary school students and 150 were female secondary school students. The sample for the study was selected randomly to ensure that every unit of the population gets equal chance of being selected. The researcher ensured that discretions of the researcher should not get involved in the selection of the sample from the population.

The breakup of the sample is as under :

Group	Male	Female
Secondary school students	150	150
Total	300	

VI.SELECTION AND DESCRIPTION OF TOOLS

The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator for the objectives of the study. Since the study principally contained two variables namely Spiritual Intelligence and Academic Achievement. Therefore, such tools were decided to be chosen as could validly and reliably measure these variables. The investigator after screening a number of available tests finally selected the following tools to collect the data.



1. The Spiritual Intelligence Self-Report Inventory (SISRI-24) developed by King (2008). It consists of 24 items. It consists of 4 subscales namely: Critical Existential Thinking (CET), Personal Meaning Production (PMP), Transcendental Awareness (TA) and Conscious State Expansion (CSE). Scoring is based on five possible responses. Each score is given 0 to 4 for different responses. The item 6 should be scored in reverse order. Higher scores represent higher levels of spiritual intelligence and/or each capacity. The scale seems to be highly reliable and valid.
2. Academic Achievement of the sample subjects were assessed by checking the previous two year academic performance record of the sample subjects.

VII. ANALYSIS

Showing the mean comparison between Male and Female secondary school students on overall scores of spiritual intelligence.

Group	N	Mean	S.D.	t-test	Level of Significance
Male	150	78.25	5.32	1.82	Insignificant
Female	150	77.10	4.26		

A quick look at the above table shows the mean difference between male and female secondary school students on overall scores of spiritual intelligence. The data depicts that there is no significant difference between the two groups as the calculated t-value does not exceed the tabulated value which confirms that both male and female secondary school students are almost equally spiritually intelligent. Though the mean difference favours the male secondary school students but the observed difference failed to arrive at any level of significance. In the light of the above evidences, the hypothesis which reads as, *“Male and Female Secondary School Students differ significantly on Spiritual Intelligence..”* stands rejected.

On the basis of the above results, the Objective which reads as, *“To Compare male and female secondary school students on spiritual intelligence.”* stands accomplished.

Showing the mean comparison between Male and Female secondary school students on Academic Achievement.

Group	N	Mean	S.D.	t-test	Level of Significance
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Male	150	78.24	3.25	4.10	Significant at 0.01 level
Female	150	80.05	4.32		

The perusal of the above table shows the mean difference between male and female secondary school students on academic achievement. The statistical data reveals that there is significant difference between the two groups and the difference was found to be significant at 0.01 level. As the mean score favours the female students which confirms that female higher secondary school students are having better academic achievement than their counterparts.

In the light of the above evidences, the hypothesis which reads as, *“Male and Female Secondary School Students differ significantly on academic achievement”* stands accepted.

On the basis of the above results, the Objective which reads as, *“To Compare male and female secondary school students on academic achievement.”* stands accomplished.

VIII.CONCLUSION

The following conclusion have been drawn from the present study:

1. It was found that there is no significant mean difference between the male and female secondary school students on overall scores of spiritual Intelligence.
2. It was also seen that there is significant mean difference between the male and females students on their academic achievement. Female students have better academic achievement than the male secondary school students.

IX.EDUCATIONAL IMPLICATIONS

Females were found to have better academic achievement than the males. Therefore, proper motivation, remedial classes, career counseling should be organized for the male higher secondary school students to enhance their academic achievement. A good attractive school climate should be ensured in the educational institutions so that male students will excel in their academic career.

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