



SPIRITUAL INTELLIGENCE IN RELATION TO SOCIO-ECONOMIC STATUS OF POSTGRADUATE STUDENTS

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ABSTRACT

The present research was conducted on post-graduate students to study the differences in spiritual intelligence of post-graduate students having different levels of Socio-economic status and to analyze the relationship of spiritual intelligence with socio-economic status of post-graduate students. For the purpose a sample of 302 (76 as High Socio Economic Status group, 148 as Average Socio Economic Status group and 78 as Low Socio Economic Status group) post-graduate students was collected from the university of Kashmir and its affiliated colleges by using probability sampling techniques. The tools used for data collection were Socio-economic status scale developed by Kallia and Sahu (2012) and Spiritual intelligence scale developed by Mishra (2014). Findings of the study revealed that socio-economic status is significant predictor of spiritual intelligence and there is significant positive correlation between spiritual intelligence and socio-economic status of postgraduate students.

Keywords: Spiritual Intelligence, Post-graduate Students, Socio-economic Status.

INTRODUCTION

The idea of spiritual intelligence was first brought up in the scholarly writing in psychology by Stevens (1996) in her book, *Spirituality in Nursing: from Traditional to New age*, and afterward in 1999 by Emmons. Spiritual

intelligence was coined and presented by Danah Zohar (2000). The word spiritual in the Zohar/Marshall idea originates from the Latin word spiritus, which signifies, "that which gives life or vitality to a system". At that point Danah Zohar and Ian Marshall consolidated and researched on SI and characterized it as the intelligence with which issues identified with importance and esteem are tended to and explained. It is an intelligence with which one will plan and place one's activities and one's life in a more extensive, more extravagant, which means giving setting. According to Vaughan (1998), Spiritual Intelligence suggests wisdom and compassion; understanding and inner peace; love and freedom; depth and breadth of vision. On the other hand, socio-economic status also plays its vital role in the development of the students especially in the area of intelligence and the ability of the child. Research indicates that children from low socio-economic status households and communities develop academic skills lower than children from higher socio-economic status groups. Thus socio-economic status affects overall human functioning, including our physical and mental health. Low socio-economic status and its correlates, such as lower academic achievement, poverty and poor health, ultimately affect our society. Inequality in health distribution, resource distribution and quality of life are increasing in our country and globally.



METHODOLOGY

The sample for study was selected from post-graduate departments of Kashmir university of Kashmir region of the state of Jammu and Kashmir by using random sampling. Two types of scales were used for data collection. Spiritual intelligence scale of Mishra K.S. (2014) and Socio-economic status scale developed by Kallia A.K. and Sahu S. (2012). Descriptive survey method was used in this study in order to find out the Mean, Standard Deviation, Correlation, ANOVA and turkey's Post Hoc HSD test of the analyzed data.

RESULTS

Difference in spiritual intelligence of post-graduate students having different levels of socio-economic status

The first objective of the study is to analyze the difference in spiritual intelligence of post graduate students of Kashmir belonging to different socio-economic status groups. To achieve this objective, the spiritual intelligence scores of different socio-economic status groups of post graduate students of Kashmir were compared using ANOVA. Means and Summary of ANOVA have been presented in the table 1 and 2 respectively.

TABLE 1
ANOVA OF SPIRITUAL INTELLIGENCE SCORES OF POST-GRADUATE STUDENTS VIS-A-VIS LEVEL OF SOCIO-ECONOMIC STATUS

Groups	SS	df	MS	F-Value
Between Groups	2267.940	2	1133.970	7.404
Within Groups	45794.262	299	153.158	
Total	48062.202	301		

**Significant at.01 Level

The results revealed that values of sum of squares and mean squares of between groups have been found to be 2267.940 and 1133.970

respectively and the values of sum of squares and mean squares of within groups have been found to be 45794.262 and 153.158 respectively. The F value being 7.404 has been found to be significant at 0.01 level of significance. It reveals that there is significant difference in the spiritual intelligence of post-graduate students belonging to different socio-economic statuses. Therefore, the first hypothesis of the present study which states that there is no significant difference in spiritual intelligence of post-graduate students having different levels of socio-economic status stands rejected.

In order to find out the significant difference in the means of spiritual intelligence scores corresponding to different socio-economic status groups (LSES-ASES, ASES-HSES & LSES-HSES) the post hoc analysis is performed and results has been presented in the table 2.

TABLE 2
PAIR-WISE MEAN DIFFERENCE OF SPIRITUAL INTELLIGENCE SCORES, STANDARD ERROR OF THE DIFFERENCE BETWEEN MEANS AND T-RATIOS

Pair of Comparison	df	MD	SED	t-Value
LSES- ASES	224	0.14	0.24	0.58
ASES-HSES	222	6.36	0.25	25.81
LSES-HSES	152	6.22	0.32	19.35

The table 3 showed that the calculated t-value between spiritual intelligence score of LSES & ASES is found 0.58, which was lower than the t-table value 2.60 at 0.01 level of significance and even at 1.97 at 0.05 level of significance. This indicates that the spiritual intelligence score of LSES group 182.87 were not significantly higher than that of ASES group 182.72. Similarly, the calculated t-value



between spiritual intelligence score of ASES & HSES groups came out to be 25.81, which was found to be quite higher than the t-table value 2.60 at 0.01 level of significance. This indicates that the spiritual intelligence score of HSES group 189.09 were significantly higher than that of ASES group 182.72.

Again, the calculated t-value between spiritual intelligence score of LSES & HSES groups is found to be 19.35, which was higher than the table value 2.61 at 0.01 level of significance. This indicates that the spiritual intelligence score of LSES group 182.87 were significantly lower than that of HSES group 189.09.

The finding of the present study has revealed that there is significant difference in spiritual intelligence based on different socio-economic status groups of post-graduate students of Kashmir except the group LSES and ASES where insignificant difference was being found. Kushwaha (2014) found that spiritual intelligence of the prospective teachers is related with their SES. The spiritual intelligence is beyond of the physical and cognitive affairs entering into a new meatier and observation setting in a person's perspective. Their findings supported the findings of the present study which revealed that there is significant difference in spiritual intelligence of post-graduate students of Kashmir based on different socio-economic status groups. This is due to the fact that a person having belief in divine power will have positive attitude towards people and society as creation of God, thus he/she feels more comfortable with others in a positive manner. It helps them increasing socio-economic status which makes them well socially adjustable. Spiritual intelligence makes a child non-violent and peaceful and they become socially as well as economically adjusted in peer groups, home and society. Thus the impact of significant difference in their

socio-economic status has also been due to education of various types, which gives them sufficient exposure to the holistic social set up beyond their own society, resulting in perception of spiritual intelligence irrespective of different socio-economic status.

In order to analyze the relationship between spiritual intelligence and socio-economic status of post-graduate students of Kashmir, the investigator uses spiritual intelligence scale and socio-economic status scale for collecting information from the students. Scores relating to spiritual intelligence and socio-economic status were tabulated and analyzed by using person's correlation formula and the results have been presented in table 3.

TABLE 3
RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND SOCIO-ECONOMIC STATUS OF PG STUDENTS

VARIABLES	MEAN	SD	R
S.I	184.37	12.636	0.172**
SES	79.26	22.802	

** Significant at 0.01 Level

The data presented in the above table 4 revealed that the calculated correlation of coefficient (r) between spiritual intelligence and socio-economic status is found to be .172 which is significant at 0.01 level of significance. This indicates that there is positive relationship between spiritual intelligence and socio-economic status of post-graduate students of Kashmir. The second hypothesis of the study which states that there exists no significant relationship between spiritual intelligence and socio-economic status of post-graduate students stands rejected. This means positive correlation is found between spiritual intelligence and socio-economic status of post graduate students of Kashmir. Pant and



Srivastava (2015) concluded that spiritual intelligence and quality of life as determined by socio-economic status relates significantly among school students. Significant relationship has been found between spiritual intelligence and quality of life both in case of male and female students. Many forms of intelligences, including spiritual intelligence, are related to adaptive problem solving (Emmons, 2000; Gardener, 1993; Zohar & Marshall, 2000). This findings supported the findings of the present study which revealed that there is positive relationship between spiritual intelligence and socio-economic status of post-graduate students of Kashmir. The findings in this way prompt guess that students with higher spiritual intelligence can tackle different kinds of issues, including money related issues. In the event that individuals with higher otherworldly knowledge could take care of issues in their workplace, it is likely that they would accomplish higher positions in the association which could mean higher income. In light of this speculation, individuals can have higher pay since they have higher spiritual intelligence. On a different note, spiritual intelligence may also depend on one's environment. Those of higher socio-economic status are more likely to have better education and thus more opportunities for higher learning. As a result, they acquire additional skills more than those of lower socio-economic status. Also, being in higher levels of socio-economic status could mean that they already possess resources that satisfy their basic needs (e.g., food, clothes, shelter, medicine, etc).

CONCLUSION

On the basis of the various results obtained, some important conclusions have been derived and these are being presented below.

- There is significant positive correlation between spiritual intelligence and socio-economic status of post graduate students.
- It implies that socio-economic status is significant predictors of spiritual intelligence of post graduate students.

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