

Spiritual Intelligence among Intermediate Students of Hyderabad, in Relation to the Learning Disabilities

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Abstract: *The present work is an attempt to examine the relationship between Spiritual Intelligence and Learning Disabilities in Intermediate Students of Hyderabad. The sample of the study includes 116 Intermediate Students of Sultan-Ul-Uloom Junior College, Road No 3, Banjara Hills, Hyderabad, Telangana, India. The data for measuring Spiritual Intelligence is collected by administering The Spiritual Intelligence Self-Report Inventory (SISRI-24 2008), prepared by D. King, and Smith Learning Disabilities Screen, prepared by Smith, C. (1997) is used to measure Learning Disabilities. The collected data were analyzed using Mean, Standard Deviation, and Standard Error under descriptive statistics and Pearson Correlation is computed using SPSS Software Ver. 23 to know the relationship between the said variables under inferential statistics. The result is found out to be significant as the calculated $r(114) = -.252, p = .006$ at $\alpha = 0.05$ level.*

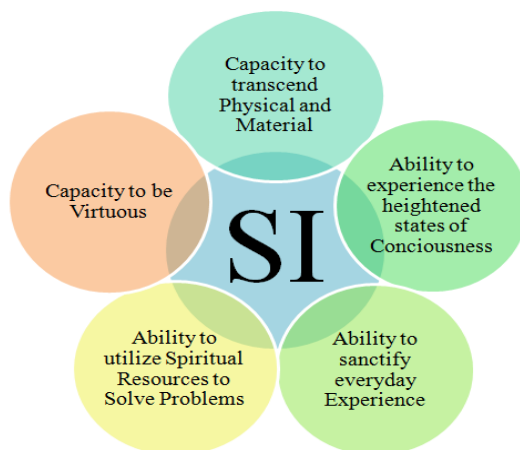
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I. Introduction

“The human spirit is one of ability, perseverance, and courage that no disability can steal away.”

The fascinating diversity that is prevailing since the inception of the universe is one of the biggest signs of the existence of divine authority. One witnesses variety of living and non-living organisms in this obscure world. Humans are one amongst them, who are considered to be the supreme compared to all creations, not only because of the striking fact that they are made up of different components like body, mind, and soul, similar to that of animals, but also they are molded in the best forms and procure spirituality that makes them extraordinary beings in real sense. By embarking on the incredible journey of spirituality man can attain to the true purpose of his life. A paper published in the journal, Applied Developmental Science in 2003 defined spirituality as a process of development that focuses on self-transcendence by intrinsically increasing the human capacity, in which the self-undergoes sacred experiences. The paper further explains that spirituality is a developmental engine that quenches its thirst via meaning, purpose, empathy, and contribution to the world^[2]. The British Humanist Association Handbook (1975) believes that “the spiritual dimension in an individual comes from the deepest humanity expressed in aspirations, moral sensibility, creativity, love and friendship, artistic endeavor, appreciation of the natural world, selfless love, and the quest for meaning and value by which we live^[8]. Various philosophers, psychologists, and theory framers^[3] try to understand the concept of spirituality under the shade of Spiritual quotient (SQ) also known as spiritual intelligence (SI) which is comparatively considered to be more fundamental than Intelligence Quotient (IQ) and Emotional Quotient (EQ) (Zohar & Marshall 2001)^[4]. The term spiritual intelligence is coined by an American-British author Danah Zohar in her book *Rewriting the Corporate Brain* in 1997^[3]. SI is a seraphic idea that is born when the two distinguished concepts “spiritual” and “intelligence” are merged with each other^[5]. It covers the uppermost layer of the hierarchy of intelligence as it makes man realize his hidden, innate yet forgotten potentialities like wisdom, compassion, integrity, joy, love, creativity, and peace by awakening his real self^[7]. It is accomplished when an individual gets closer to his creator by following the serene rhythm of his heart that benefits him by making him acquire the best of his personality^[6]. According to Emmons, there are five components of spiritual intelligence which are^[9]:



In the light of Wigglesworth views there are twenty-one skills of spiritual intelligence under four quadrants that are listed below^[10]:

Higher Self/Ego Self Awareness	Universal Awareness
<ul style="list-style-type: none"> • Awareness of own Worldview. • Awareness of life purpose (mission). • Awareness of values hierarchy. • Complexity of inner thought. • Awareness of Ego self/ Higher Self. 	<ul style="list-style-type: none"> • Awareness of interconnectedness of all life. • Awareness of worldviews of others. • Breadth of time / space perception. • Awareness of limitations/power of human perception. • Awareness of Spiritual laws. • Experience of transcendent oneness.
Higher Self/Ego Self Mastery	Social Mastery / Spiritual Presence
<ul style="list-style-type: none"> • Commitment to spiritual growth. • Keeping Higher Self in charge. • Living your purpose and values. • Sustaining your faith. • Seeking guidance from Spirit. 	<ul style="list-style-type: none"> • A wise and effective spiritual teacher/mentor. • A wise and effective change agent. • Makes compassionate and wise decisions. • A calming, healing presence. • Being aligned with the ebb and flow of life.

Presently, spiritual intelligence is one of the most happening variables in the research world upon which many studies are taking place, whether it is with respect to the dimensions of spirituality or spirituality in relation with other variables. However, in order to understand, measure, and analyze this miraculous construct various tools have come into existence. A few among them are: Spiritual intelligence Scale SIS – (Dr. K. S. Misra 2005), Prague Spirituality Questionnaire – (Rican, Janosova 2007), Expressions of Spiritual Inventory ESI-R – (Mac Donald 2000), Spiritual Transcendence scale – (Ralph Piedmont 1999), BMMRS Spiritual Scale – (NIAWG 1999), Spiritual Assessment Scale – (Howden 1992),^[8] and The Spiritual Intelligence Self-Report Inventory SISRI-24 (D. King 2008).

Another variable that has equally attracted the attention of philosophers, psychologists, and researchers over the centuries is learning disabilities. It is a term that is perceived and interpreted in different ways by different people, speaking different languages, and living in different countries. For example, The British use the term “learning difficulty” for “learning disability” and use the word “learning disability” for “intellectual disability”. Whereas in The United States of America “learning disability” is used as a synonym of “learning difficulty” and “intellectual disability” is considered to be something different and more severe than “learning disability”^[11]. According to the U.S. National Institute of Health: National Institute of Neurological Disorders and Stroke (2006), learning disabilities are disorders that affect the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention^[12]. This means a person with a learning disability is physically fit but has difficulties in certain academic areas or skills like speaking, reading, writing, reasoning, listening, and doing mathematical calculations^[13]. People generally encounter these problems at a very young age^[12]. These are lifelong disabilities that cannot be cured but with the passage of time children can cope with it through multiple techniques like special education, tutoring, medication, therapy, personal development, or adaptation of learning skills^[12]. People with a learning disability comparatively perform poor in academics than their peers^[16] and their IQ measures usually from average to above average^[14]. Intellectual disability, on the other hand, is something more serious than learning disability. According to the American Association on Intellectual and Developmental Disabilities, Intellectual disability is a disability characterized by significant limitations in both **intellectual functioning** and **adaptive behavior**, which covers many everyday

social and practical skills^[15]. People with intellectual disability have below average IQ and they were initially known as “mentally retarded”^[11]. With the help of the above definitions, the popping doubts about the two terms can be subdued.

In the present paper, the term learning disabilities undertake those children who go through a number of difficulties in their study skills that obstructs them to perform well in their academics.

Let us now cast our eyes on the following list of some common disabilities and understand what they really mean and know their effects on a personality that struggles against it^[17]:

S.No.	Disability	Meaning	Problem
1.	Dyslexia	Difficulty with reading	reading, writing, spelling, speaking
2.	Dyscalculia	Difficulty with math	doing math problems, understanding time, using money
3.	Dysgraphia	Difficulty with writing	handwriting, spelling, organizing ideas
4.	Dyspraxia	Difficulty with fine motor skills	hand-eye coordination, balance, manual dexterity
5.	Dysphasia/Aphasia	Difficulty with language	understanding spoken language, poor reading comprehension
6.	Auditory Processing Disorder	Difficulty hearing differences between sounds	reading, comprehension, language
7.	Visual Processing Disorder	Difficulty interpreting visual information	with reading, math, maps, charts, symbols, pictures

There are no specific reasons that can be pointed out by the experts in the field, which lead to learning disabilities. The National Centre for Learning Disabilities (2006a) states that there are no evident causes that stimulate learning disabilities. However, the general reasons or possibilities of its occurrence pen down by the researchers are heredity, problems during the pregnancy, or incidents after birth such as head injuries, nutritional deprivation, and exposure to toxic substances^[12].

The trained professionals – clinical or educational psychologists, school psychologists, neuropsychologists, or learning disabilities specialists^[12] can identify people with learning disabilities with the help of formal evaluation techniques like conducting a series of tests, for instance, intelligence tests, achievement tests, visual-motor integration, and language tests. The evaluator may also conduct an interview for the purpose of diagnosis. Other tests may also be used by the evaluator depending upon his convenience^[18].

Findings of the few studies related to both the constructs, spiritual intelligence, and learning disabilities, are underlined below.

Let us first look at the conclusions drawn out from the studies related to the construct spiritual intelligence.

Daud (2015) studied the relationship between spiritual intelligence and mental health of grade 12th Science boys. A positive correlation between spiritual intelligence and mental health was found in the study. The study also found a positive correlation between school environment and spiritual intelligence^[19].

Doostar (2012) the spiritual intelligence and organizational citizenship behavior of employees in hospitals and health centers were measured by him with a special focus on the relationship between each of the components of spiritual intelligence and organizational citizenship behavior. As per the results there exists a significant relationship between spiritual intelligence and organizational citizenship behavior^[20].

Moosa and Ali (2011) studied the relationship between parenting styles and spiritual intelligence among high-school students. The study showed that spiritual intelligence can be predicted by parenting styles. A positive significant relationship with spiritual intelligence is observed with respect to the authoritative parenting style and a negative significant relationship was found with respect to the authoritarian neglecting parenting styles. However, no significant relationship was found with respect to permissive parenting style^[20].

Amram (2009) focused on the contributions of emotional intelligence and spiritual intelligence to effective leadership. The sample consisted of 42 CEOs and 210 staff members of a company. The study concluded on a note that emotional intelligence and spiritual intelligence are distinct constructs but each of these constructs contributes to leadership effectiveness^[20].

Jain & Purohit (2006) studied the spiritual intelligence of senior citizens living with their family and living in old age homes. No difference was found with respect to the overall spiritual intelligence. However, differences were found in different spiritual domains like God and religiosity, soul, self-awareness, interpersonal relations, spirituality in leadership, helping behavior, flexibility, ability to use and overcome suffering, ability to transcend pain and being spiritually intelligent about death^[20].

Let us now scrutinize the findings of the previously conducted research on the construct learning disabilities.

Maureen et al. (2014) The physiological index of stress i.e. the salivary cortisol levels were studied to measure the children's' reactivity in course of completing their tasks, which assess the core components of 83 children with a math disability. Particularly, 39 children with math disability and 44 children without it were compared. It is found that a high reactivity impairs performance in working memory and mathematical tasks in children^[21].

Larkin (2011) conducted a study on the development of reading disabilities in five elementary school dyslexic students. Students' reading fluency, prosody, and punctuation comprehension were assessed through a pre-post test that showed an improvement of 60% of students in reading fluency, 8% in prosody and 60% in punctuation assessment. The researcher also found that with the help of technology the reading disability can be overcome^[22].

Anette (2010) undertook a study on learning difficulties and academic competence among children with and without learning disabilities. An experimental study was carried out on 30 learning disabled children. Low academic competence was found in children with learning disabilities hence, giving rise to the need for special assistance^[23].

Sivadas (2006) studied showed that Poor language functioning in children with a learning disability is due to abnormal functioning of neuropsychological programs that are involved in the different modes of language operation^[24].

Bhattacharya (1982) conducted a survey on learning disabilities of primary school students in Arithmetic. The sample consisted of 40 students of 10 primary schools suffering from learning difficulties in subject mathematics. The nonconventional techniques of teaching like audio-visual aids proved to be effective in case of students with learning disabilities. It is observed that the content retained with them for a longer period of time when compared to that of conventional methods like chalkboard teaching^[23].

Research Objective:

- To study the relationship between Spiritual Intelligence and Learning Disabilities in Intermediate Students of Hyderabad.

Research Hypothesis:

- There is no significant relationship between Spiritual Intelligence and Learning Disabilities in Intermediate Students of Hyderabad.

II. Material And Methods

The present work is a correlational study as it tries to analyze the relationship between two variables that are Spiritual Intelligence and Learning Disabilities. Based on the collected data the researcher correlates the scores of the said constructs and sees whether there is an association between the intended variables or not.

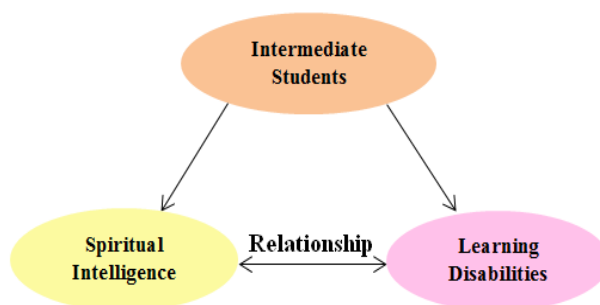
Population and Sample

All the Junior college Students of Hyderabad, G.H.M.C. limits are taken as the population for the present study. The sample of the present study is 116 (59 boys and 57 girls) Intermediate Students of Sultan-UI-Uloom Junior College, Mount Pleasant, Road Number 3, Banjara Hills, Hyderabad, Telangana.

Data and Sources of Data

The primary data is collected from the Intermediate Students of Sultan-UI-Uloom Junior College, Banjara Hills, Hyderabad. The secondary data is collected from various e-journals via the internet that is cited in the reference section.

Conceptual Framework



The present study is an attempt to analyze the relationship between spiritual intelligence (SI) and learning disabilities (LDs) among intermediate students of Hyderabad city. The tools used for this purpose are SISRI-24 - The Spiritual Intelligence Self-Report Inventory prepared by D. King (2008) and Smith Learning Disabilities Screen prepared by Catherine Smith (1997). These questionnaires are administered on the sample to analyze the relationship between the said constructs and if in case there exist a relationship between the two then in what way they are correlated, either positively or negatively, and what degree or level of relationship they share (weak, moderate, or strong correlation) with each other.

Tools for measurement

SISRI-24 - The Spiritual Intelligence Self-Report Inventory, D. King (2008), contains 24 items with four subscales – Critical Existential Thinking (CET), Personal Meaning Production (PMP), Transcendental Awareness (TA), and Conscious State Expansion (CSE)^[25].

Smith Learning Disabilities Screen, Catherine Smith (1997), contains 20 items, where eleven items are construct related and the other nine items are fillers, with eight indicators – (a) Poor Impulse Control; (b) Organizational Skills Deficits; (c) Memory Deficits; (d) Social Skills Deficits; (e) Language Processing Deficits; (f) Low Self-esteem; (g) Reading Disabilities; (h) Arithmetic Disabilities. These are the common set of indicators that form the construct learning disabilities in adults but it doesn't mean that all these indicators are common to everyone suffering from disabilities^[26].

Reliability of the Tools

SISRI-24 - The Spiritual Intelligence Self-Report Inventory, D. King (2008)^[25]:

- Cronbach's Alpha = .920 (CET = .78; PMP = .78; TA = .87; CSE = .91)
- Standardized Alpha = .922 (CET = .78; PMP = .78; TA = .87; CSE = .91)
- Average Inter-Item Correlation = .34 (CET = .34; PMP = .42; TA = .49; CSE = .69)
- Split-Half Reliability = .91
- Test-Retest Reliability (n = 25; 4 months elapsed) = .89 (for Total SI Score)
- Multivariate Skewness = .02
- Multivariate Kurtosis = -.23

Smith Learning Disabilities Screen, Catherine Smith (1997)^[26]:

- Cronbach's Alpha = .79
- Test-Retest Reliability = .89

Validity of the Tools

SISRI-24 - The Spiritual Intelligence Self-Report Inventory, D. King (2008)^[25]: Construct validity, divergent validity, and convergent validity are well-supported overall.

Smith Learning Disabilities Screen, Catherine Smith (1997)^[26]: The tool has established Criterion validity.

Scoring of the Tools

SISRI-24 - The Spiritual Intelligence Self-Report Inventory, D. King (2008), is a five-point likert scale with options Not at all true of me = 0, Not very true of me = 1, Somewhat true of me = 2, Very true of me = 3, and Completely true of me = 4. All the items are forward scored except item 6 where reverse scoring is done. The 24 items altogether range from 0 –96. The higher scores of respondents represent the higher levels of spiritual intelligence and vice versa^[25].

The distribution of the SISRI-24 - The Spiritual Intelligence Self-Report Inventory according to the four subscales^[25]:

Subscale	Items	Sub items	Range
Critical Existential Thinking	1, 3, 5, 9, 13, 17, and 21	7	0-28
Personal Meaning Production	7, 11, 15, 19, and 23	5	0-20
Transcendental Awareness	2, 6*, 10, 14, 18, 20, and 22	7	0-28
Conscious State Expansion	4, 8, 12, 16, and 24	5	0-20
Total		24	

Smith Learning Disabilities Screen, Catherine Smith (1997), is responded on a three-point likert scale of Yes (Y), Used To (U), and No (N) where Yes, and Used To are scored positively, and No is scored negatively. The students positively responded to the items related to learning disabilities represents their score. The more the scores are the intense the learning disability is.

The distribution of the items related to the learning disabilities of the scale Smith Learning Disabilities Screen^[26]:

Items related to the learning disabilities	1,2,5,7,10,11,12,13,15,17, and 18
The filler items	3,4,6,8,9,14,16,19,and 20
Total	20

Statistical analysis

Descriptive Statics is used to find out the Mean, Standard Deviation, and Standard Error of the overall sample of the study with respect to the constructs Spiritual Intelligence and Learning Disabilities. Pearson correlation is calculated using SPSS Software Ver.23 to find out the relationship between Spiritual Intelligence and Learning Disabilities at $\alpha 0.05$ level.

III. Result

Table: 1

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
SI	116	3.087	.0153	.1650
LD	116	.759	.0103	.1112
Valid N (listwise)	116			

Table 1 shows the calculated Mean, Standard Deviation, and Standard Error of the variable Spiritual Intelligence, which is higher than the Mean, Standard Deviation, and Standard Error of the Learning Disabilities.

Table: 2

Correlations			
		SI	LD
SI	Pearson Correlation	1	-.252**
	Sig. (2-tailed)		.006
	N	116	116
LD	Pearson Correlation	-.252**	1
	Sig. (2-tailed)	.006	
	N	116	116

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation: The calculated Pearson Product Moment Correlation Coefficient between the constructs Spiritual Intelligence and Learning Disabilities of Intermediate Students is found out to be $-.252$ which means the said variables are negatively weakly correlated with each other where $p = .006$.

IV. Conclusion

As the study showed negative correlation between Spiritual Intelligence and Learning Disabilities, which basically means with an increase in the Spiritual Intelligence the Learning Disabilities get decrease, teachers in this view can use Spiritual Intelligence as a tool to motivate students with learning disabilities but to do this the teachers themselves need to be Spiritually Intelligent, which means they should first realize and develop their inborn ability to comprehend the issues related to life, morality, and education and try to address the problems constructively by relating it to the students in classroom teaching. However, this will not happen at a drop of a hat, but with a constant struggle, reflection, understanding, and perseverance it can hopefully be achieved that will eventually free the spirits of students from the unseen bounds like fear, embarrassment, hopelessness etc which hinder their academic growth and will bring in a positive development in students and their academics by unwrapping their creativity, enhancing their instincts, making them kind, compassionate, and empathetic towards others that will further refine their life skills at large.

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