

Spiritual Intelligence among Graduate Students

Dr. Nabanita Chakrabarty

Assistant Professor, Dept. of Applied Psychology,
NERIM Group of Institutions, Guwahati, Assam

ABSTRACT

This study is conducted to find out how far certain variables have impacted the spiritual intelligence of graduate students in Kamrup district of Assam. The sample for the present study consisted of 112 graduate students. The age range of all the subjects was between 21-24 years. Spiritual intelligence inventory self-report inventory (2008), developed by D. King (SISRI-24) was used to assess spiritual intelligence. Mean, Standard Deviation and t-test was used to find out influence of certain variables on spiritual intelligence of graduate students. The results revealed that gender and social status of graduate students do not make a significant difference in their spiritual intelligence but locality and management (government/private college) makes a significant difference in their spiritual intelligence.

KEY WORDS: Spiritual Intelligence, Graduate Students, locality, management

Date of Submission: 09-02-2022

Date of Acceptance: 23-02-2022

I. INTRODUCTION

Spirituality is a broad concept with room for many perspectives. In general, it includes a sense of connection to something bigger than ourselves and it typically involves search for meaning in life. As such, it is a universal human experience something that touches us all. People may describe a spiritual experience as sacred or transcendent or simply a deep sense of aliveness and interconnectedness. Spiritual intelligence is an ability to access higher meaning, values, abiding purposes and unconscious aspects of the self and to embed these meanings, values and purposes in living richer and more creative lives. Signs of high SQ includes an ability to think out of the box, humility, an access to energies that come from something beyond the ego, beyond just me and my day-to-day concerns. Researchers say that 70% of adults throughout the world regardless of culture, education or background have had what they call “peak- experience”.

Spirituality has been defined from different perspectives. At the outset spirituality has to do with spirit. In Sanskrit Adhyatama refers to Atman. It is a “Science of Self” (Paranjpe,1998). Spirituality is a complex and multidimensional aspect of human experience. It has cognitive, experiential(emotional) and behavioural components. The cognitive or philosophic component includes search for meaning, purpose and truth in life and the beliefs and values by which an individual lives. The experiential and emotional component includes feeling of hope, love, connection, inner peace, comfort and support. These are reflected in the inner resources, the ability to give and receive universal love and the types of relationships and connections that exists with self, the community, the environment and the nature and the transcendent. The behavioural component of spirituality involves the way a person externally manifests individual spiritual beliefs and inner spiritual state. The core of spirituality is self-realization.

According to Consensus Document of National Institute of health Care Research (Hill et.al.,1998) spirituality is defined as ‘feelings, thoughts, experience and behaviour that arise from a search for the sacred’. This search can take place in a larger religious context, one that may be traditional or non-traditional. The sacred here includes the concept of God, the Divine, the ultimate reality, and the transcendent, as well as any aspect of life that takes on extraordinary character by virtue of its association with or representation of such concepts (Pargament,1999). It is a set of values and principles which directs one’s behaviour/actions.

According to Webster’s dictionary the word “Spirit” defines as “the animating or vital principle: that which gives life to the physical organism in contrast to its material elements: the breadth of life”. Wigglesworth et al., (2021) defines spiritual intelligence as: the ability to behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation”.

According to Emmons (2000), the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment is known as spiritual intelligence.

It represents secular non-theistic spirituality. Spiritual intelligence regulates intellectual intelligence (IQ) and emotional intelligence (EQ) with wisdom, compassion, integrity, joy, love, creativity and peace.

Spiritual intelligence therefore increases personal fulfilment that improves performance and motivates altruism and social responsibility.

Zohar and Marshal (2020) believe that spiritual intelligence facilitates association between cause and emotion, as well as, body and mind and builds a supportive force for growth and rising. It provides an active, unity and meaningful centre for soul to help people think profoundly about essential subjects and try to solve their daily problems.

King (2008) defines SQ as “a set of mental capacities which contribute to the awareness, integration and adaptive application of the nonmaterial and transcendent aspects of one’s existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self and mastery of spiritual states”. The model comprises the following four components-

Critical existential thinking (CET) the capacity to critically contemplate meaning, purpose and other existential or metaphysical issues (e.g., reality, the universe, space, time, death). Also, the capacity to contemplate non-existential issues from an existential perspective; such as moral problem solving-the ability to resolve ethical dilemmas through the application of critical thinking in conjunction with awareness of one’s own moral convictions and spiritual beliefs.

Personal Meaning Production (PMP) – the ability to construct personal meaning and purpose in all physical and mental experiences, including the capacity to create and master a life purpose. May include a sense of higher purpose or reason for existence, associated with a personal belief in or sense of the sacred or divine.

Transcendental Awareness (TA) – the capacity to perceive transcendent dimensions of the self (e.g., a transcendent self), of others and of the physical world (e.g., non-materialism, interconnectedness) during the normal, waking state of consciousness. Also, the ability to sense a spiritual dimension of life. Self-realization achieved through self-awareness and reflection. The ability to perceive beyond the physical senses- intuition, gut-feeling, inner knowing.

Conscious state Expansion (CSE)- the ability to enter spiritual states of consciousness (e.g. pure consciousness, cosmic consciousness, oneness) at one’s own discretion; often through deliberate practice (e.g., prayer, meditation, relaxation, or rhythmic physical activity).

According to Frances Vaughan (2002), “Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life force of evolution (Amita Joshi, 2008, P.38)

Following qualities of SQ have been identified.

Self-awareness: spiritual self-awareness means to recognize what I care about, what I live for and what I would die for.

Spontaneity: Taking responsibility for our actions in the moment.

Being Vision and Value-led: vision is the capacity to see something that inspires us and living accordingly

Holism: Encourages cooperation having a sense of belonging.

Celebration of diversity: Valuing other people for their differences, not despite them.

Field independence: “To stand against the crowd” and having one’s own convictions.

Tendency to ask fundamental “why”? questions: Needing to understand things and get to the bottom of them.

Ability to reframe: Standing back from a situation or problem and seeing the bigger picture; seeing problems in a wider context.

II. REVIEW OF RELATED LITERATURE

Nelms (2005) conducted a study on “The relationship between spirituality and health of college students in a university setting”. Undergraduate students enrolled in Personal Health and Wellness classes at the University of Tennessee, USA were selected to participate in this study. The sample size was 221. The researcher used a self-developed, reliable and valid instrument, viz, the spirituality scale (SS) and college Student Appraisal Risks Survey (The CARS) to measure spirituality; and health of college students. The relationship between the self-reported level of spirituality and the health status of college students was found out. This study seems significant as it is an important step toward understanding the role of spirituality in the various dimensions of health among young adults.

Nazam (2014) conducted a study on gender difference on spiritual intelligence among adolescents. The Aligarh city. For this purpose. Spiritual Intelligence Self Report Inventory (SISRI-24) developed by D.King (2008) was administered to the sample 60 adolescents. Of these, 30 were male and 30 were female students. The main findings were as follows: significant difference were found between the two groups, on subscales, namely, Personal Meaning Production (PMP), Transcendental Awareness (TA) and Conscious State Expansion (CSE), Critical Existential Thinking (CET) and composite scores on spiritual intelligence.

Statement of the problem

The title of the present study is “A study of Spiritual intelligence among Graduate students”.

Definition of Key Terms

Spiritual intelligence:

“Spiritual intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specially those that contribute to the awareness, integration and adaptive application of the nonmaterial and transcendent aspects of one’s existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states”. (David B. King, 2007)

Graduate Student:

A student who is studying for a degree that is higher than the one received after three/four years of study at a college or university.

Objectives of the study

The investigators have defined the following objectives for this study.

- To study the influence of gender on the spiritual intelligence of graduate students.
- To study the influence of type of management on the spiritual intelligence of graduate students.
- To study the influence of Locality on the spiritual intelligence of graduate students.
- To study the influence of social status on the spiritual intelligence of graduate students.

Hypotheses of the study

The following hypotheses have been formulated:

There is a significant difference in the spiritual intelligence of graduate students in relation to the following variables:

- 1) Gender
- 2) Type of Management
- 3) Locality
- 4) Social status

Methodology

Sample

Normative survey Method was adopted in this study. The sample for the study was consists of 112 graduate students pursuing postgraduate.

Tools Used

A Socio demographic datasheet was prepared by the investigator for collecting about Name, Age, Sex and Education.

Informed consent form was taken from all the subjects included in the study. The subjects were assured about the confidentiality of their responses.

Spiritual Intelligence Self Report Inventory (SISRI-24) developed by King (2008) was used to measure spiritual intelligence. The inventory contains 24 items to measure the various facets of spiritual intelligence such as Critical thinking (CET), personal Meaning Production (PMP), Transcendental Awareness (TA) and Conscious State of Expansion (CSE). The inventory was prepared on five-point scale type with ‘Not at all true of me’, ‘Not very true of me’, ‘Somewhat true of me’, ‘very true of me’ and ‘completely true of me’.

Validity and Reliability

The validity of Cronbach’s Alpha was 0.920 and reliability of the tool was 0.91. from the self- correlation of the half tests, reliability of the tool was found to be 0.66 by spilt half method, as stated by the investigators.

Method of scoring

If respondent marks ‘Not at all true of me, it will be given a weightage of ‘1’ point. Similarly, 2,3,4, and 5 points are given for making on ‘Not very true of me’, ‘somewhat true of me’, ‘very true of me’ me and ‘completely true of me’ respectively.

Procedure:

All the subjects were selected following the purposive random sampling procedure. Spiritual Intelligence self-report inventory were administered on all subjects.

Research Design:

It is a comparative study between male and female graduate students.

III. RESULT AND DISCUSSION

All statistical analysis were conducted using SPSS software version 16. The investigator used the following techniques for analysis of data i.e. Mean, Standard deviation and t-test

Table No. 1: T-Test: Difference between Male and Female

	Gender	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t	df	P-value
CET	Male	40	17.62	4.561	.721	.403	.421	110	.675
	Female	72	17.22	5.005	.590				
PMP	Male	40	13.35	3.446	.545	-.428	-.599	110	.551
	Female	72	13.78	3.716	.438				
TA	Male	40	17.18	4.408	.697	-.797	-.908	110	.366
	Female	72	17.97	4.475	.527				
CSE	Male	40	12.40	4.488	.710	.053	.069	110	.945
	Female	72	12.35	3.545	.418				
OVERALL	Male	40	60.5500	13.83780	2.18795	-.769	-.287	110	.775
	Female	72	61.3194	13.49682	1.59062				

Hypothesis 1: There is a significant difference in the spiritual intelligence of graduate students in relation to gender.

The mean score obtained by the male students is 60.5500 and female students is 61.3194. The obtained P-value (.775) is less than the table value i.e. 1.96. hence it is not significant at 0.05 level. It can be stated that gender of graduate students does not make a significant difference in their spiritual intelligence. Hence hypothesis-1 is rejected. In a study conducted by Boda Srinivasa Rao, Vemula Thrimurthulu on Spiritual Intelligence in the graduate students of East Godavari District of A.P. they have found that there is no significant difference between male and female students in their spiritual intelligence.

Table No. 2: T-Test : Difference between Govt. and Private

	Govt/Pvt.	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t	df	P-value
CET	Govt.	43	19.19	3.825	.583	2.954	3.281	110	.001
	Private	69	16.23	5.071	.610				
PMP	Govt.	43	13.26	3.710	.566	-.599	-.853	110	.396
	Private	69	13.86	3.557	.428				
TA	Govt.	43	18.86	4.318	.659	1.904	2.243	110	.027
	Private	69	16.96	4.401	.530				
CSE	Govt.	43	13.00	3.024	.461	1.029	1.367	110	.174
	Private	69	11.97	4.315	.519				
OVERALL	Govt.	43	64.3023	12.43179	1.89583	5.288	2.035	110	.044
	Private	69	59.0145	13.92468	1.67634				

Hypothesis 2 : There is significant difference in the spiritual intelligence of graduate students in relation to type of management.

From table no. 2 the obtained mean score of govt. college student and private college student is 64.30 and 59.01 respectively. Mean difference and t-value reveals that there is significant difference between govt. and private college student in respect of spiritual intelligence. Hence hypothesis no. 2 can be retained. Again the variable CET (critical existential thinking) where the

t-value indicates that there is significant difference between govt. and private college students in regards of critical existential thinking. In the variable TA (Transcendental awareness) the mean score obtained by the Govt. and private college students is 18.86 and 16.96 respectively. T-value which is significant at .05 level reveals that there is significant difference between govt. and private college students in transcendental

awareness also. A study conducted by Nazam (2014) found that there was a significant difference between male and female students on all subscales, namely personal meaning production (PMP), Transcendental Awareness (TA) and Conscious State Expansion(CSE), Critical Existential Thinking (CET).

Table No. 3: T-Test: Difference between Rural and Urban

	Area	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t	df	P-value
CET	Rural	29	18.45	4.364	.810	1.460	1.407	110	.162
	Urban	83	16.99	4.957	.544				
PMP	Rural	29	14.38	3.590	.667	1.018	1.311	110	.193
	Urban	83	13.36	3.604	.396				
TA	Rural	29	18.41	4.594	.853	.980	1.022	110	.309
	Urban	83	17.43	4.396	.482				
CSE	Rural	29	13.24	3.113	.578	1.181	1.415	110	.160
	Urban	83	12.06	4.097	.450				
OVERALL	Rural	29	64.4828	11.45058	2.12632	4.639	1.597	110	.113
	Urban	83	59.8434	14.09158	1.54675				

Hypothesis 3: There is a significant difference in the spiritual intelligence of graduate students in relation to Locality.

The graduate students belonging to rural areas and graduate students belonging to Urban areas have scored 64.48 and 59.84 respectively. The obtained mean difference and ‘t’ reveals that there is significant difference between Rural and Urban students in respect of spiritual intelligence. It is found that locality of graduate students makes a significant difference in their spiritual intelligence. The mean difference is (4.639) is in favour of rural graduate students. Rural graduate students have high spiritual intelligence, when compared to their urban counterparts.

Table No. 4: Oneway: Difference among Social Statuses

		N	Mean	Std. Deviation	Std. Error	df	Mean Square	F	P-value
CET	SC	10	17.00	5.774	1.826	3	56.116	2.499	.063
	ST	22	16.36	4.786	1.020	108	22.460		
	OBC	27	19.52	3.926	.756	111			
	General	53	16.75	4.891	.672				
	Total	112	17.37	4.834	.457				
PMP	SC	10	12.00	3.496	1.106	3	10.430	.795	.499
	ST	22	13.50	3.218	.686	108	13.120		
	OBC	27	13.89	3.766	.725	111			
	General	53	13.85	3.723	.511				
	Total	112	13.62	3.612	.341				
TA	SC	10	16.50	3.979	1.258	3	42.934	2.243	.087
	ST	22	17.32	3.981	.849	108	19.141		
	OBC	27	19.56	4.362	.839	111			
	General	53	17.11	4.594	.631				
	Total	112	17.69	4.448	.420				
CSE	SC	10	11.30	3.831	1.212	3	14.926	.987	.402
	ST	22	12.18	3.500	.746	108	15.122		
	OBC	27	13.41	3.565	.686	111			
	General	53	12.11	4.191	.576				
	Total	112	12.37	3.888	.367				
OVERALL	SC	10	56.8000	15.33913	4.85066	3	362.106	2.023	.115
	ST	22	59.3636	11.29916	2.40899	108	178.986		
	OBC	27	66.3704	12.25733	2.35892	111			
	General	53	59.8302	14.29461	1.96352				
	Total	112	61.0446	13.56226	1.28151				

Hypothesis 4: There is a significant difference in the spiritual intelligence of graduate students in relation to social status. The mean score obtained by the students belonging to SC, ST, OBC and General category is 56.80, 59.36,66.37,59.83 respectively. F value 2.023 and the P value .115 which is greater than .05 level hence it is not

significant. Therefore H 4 is rejected. It showed that the social status of graduate students does not make a significant difference in their spiritual intelligence.

Findings:

- Gender of graduate students does not make a difference in their spiritual intelligence.
- Students those who are studying in Govt. colleges make a significant difference in their spiritual intelligence.
- Locality of graduate students make a significant difference in their spiritual intelligence.
- Social status of graduate students does not make a significant difference in their spiritual intelligence.

Suggestions for further Research

The following suggestions are made for further research in this area.

- There is possibility of conducting similar study with large sample.
- There may be possibility of conducting study in two region namely upper Assam and Lower Assam.
- The study may be undertaken to find out difference between graduate and undergraduate students in relation to spiritual intelligence.

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Dr. Nabanita Chakrabarty. "Spiritual Intelligence among Graduate Students." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(02), 2022, pp. 26-31.