

**SPIRITUAL INTELLIGENCE IN RELATION TO STRESS AMONG SECONDARY  
SCHOOL STUDENTS**

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**ABSTRACT**

*The present research aimed to examine the relationship between Spiritual Intelligence and Stress among secondary school students. The study included a sample of 100 students from Class IX and X, drawn from Government Model Senior Secondary Schools in Chandigarh. The sample consisted of 50 male and 50 female students, with 50 students from urban schools and 50 from rural schools. The tools used for this study were the Spiritual Intelligence Scale (Misra, 2014) and the Students Stress Scale (Akhtar, 2011).*

*The results of the study indicated a significant negative correlation between spiritual intelligence and stress, suggesting that higher levels of spiritual intelligence are associated with lower levels of stress among students. Additionally, the study found that stress levels were higher among students studying in urban schools compared to those in rural schools. Conversely, students studying in rural schools exhibited higher levels of spiritual intelligence compared to those in urban schools. Furthermore, female students experienced higher levels of stress compared to male students, while male students have high level of Spiritual Intelligence than the female students.*

**Key Words: Spiritual Intelligence, Stress, Secondary School Students, Relationship, Correlation, Urban Schools, Rural Schools and Gender Differences**

**INTRODUCTION**

In today's fast-paced world, education and personal growth are valued highly. Spiritual intelligence and stress impact students significantly. Spiritual intelligence goes beyond conventional knowledge, encompassing the creative aspects of the mind and spirit. It

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involves self-awareness, adaptability, confronting challenges, embracing values, and avoiding harm to oneself and others. Academic stress is increasingly prevalent and can harm students' overall well-being. It arises from the inability to meet academic expectations, leading to emotional tension and health issues. Moderate stress can motivate students, but excessive stress hinders preparation, concentration, and performance. Understanding the relationship between spiritual intelligence and stress is crucial for holistic development and academic achievement. Mental health is essential for optimal learning, and spiritual intelligence shapes mental well-being. It fosters resilience, self-reflection, and coping mechanisms to navigate stressors effectively. Exploring the intersection of spiritual intelligence and stress among students requires further research. Delving into this subject unravels the relevance of studying how spiritual intelligence mitigates academic stress. Nurturing spiritual intelligence improves mental health, learning outcomes, and overall well-being in education.

### **SPIRITUAL INTELLIGENCE**

Spiritual intelligence is a higher dimension of intelligence which activates the qualities and capabilities of the inner self (or the soul) in the form of wisdom, compassion, integrity, joy, love, creativity and peace. The term “Spiritual intelligence” can be divided into two different words, spiritual and intelligence, while the word, spiritual can again be break off to the word spirit. The English word spirit is etymologically driven from Latin word spirits meaning “breath” or “soul”. The term spirit or soul has many different meanings depending upon the philosophical background.

Spiritual intelligence is much more than being spiritual, religious and virtuous. It is a way of thinking, it is human capacity to use meaning, vision and values that we attain through spiritual exploration of life, world, our-self for better adaptation and functioning in our day-to-day life with a broader perspective on reality of overtness of all creation in the universe. It is a communication between self and higher-self which give insight into way of living.

## **STRESS OF STUDENTS**

Nowadays, students face increasing stress due to pressures in their lives, especially related to studies. They should rely on facts and avoid overthinking, as excessive thinking adds unnecessary stress. Stress unlocks negativity, while willpower leads to a happier life.

Stress experience varies based on available resources. Abundant resources lead to minimal stress, while sufficient resources with significant effort cause mild stress. When resources are perceived as insufficient, significant stress occurs. Stress involves evaluating events as harmful, threatening, or challenging and reacting accordingly. It is a multi-phase phenomenon with potential beneficial effects.

Stress includes psychological and physiological pressures caused by imbalance between demands and individual capacity. Coined by Hans Selye in 1936, stress is the body's non-specific response to any demand for change. It is subjective, varying among individuals based on interpretation and accompanying negative thoughts and emotions.

When students view education as a challenge, stress can foster competence and increased learning capacity. However, perceiving education as a threat leads to helplessness and fear of failure. Effective stress recognition and management are crucial for a positive learning environment.

Creel (2000) investigated spiritual development as a predictor of coping in college students. Spirituality was discovered to be the only significant predictor explaining 13% of the variance in coping resources. A significant but negative relationship was discovered between spirituality level and coping resources. There was no gender difference in spirituality. Females reported a negative relationship between spirituality and coping, which contradicted the hypotheses. Babanazari, Askari, and Honarmand (2011) investigated the relationship between spiritual intelligence and happiness in high school students. The findings revealed a significant relationship between spiritual intelligence and happiness, as well as awareness, value, and community sensing being significantly predicted by happiness. Sood, Bakshi, and Gupta (2012) investigated the link between personality traits, spiritual intelligence, and well-being in university students. The study discovered a significant positive relationship between personal meaning production and two factors,

agreeableness and neuroticism. It was also discovered that there is a significant relationship between transcendental awareness (TA) and openness. Nair and Paul (2017), carried out a study on spiritual intelligence among higher secondary students in relation to their social adjustment with a sample of 320 higher secondary students from various higher secondary schools in the Thrissur district. The study's findings revealed that higher secondary students had a low level of Spiritual Intelligence. There was no significant difference in Spiritual Intelligence between boys and girls. The location of the school and the type of management had a significant impact on the Spiritual Intelligence of upper secondary school students. Aslam (2018), examined the impact of spiritual intelligence on academic achievement in secondary students. The study was conducted on a sample of 300 secondary school students, 150 of whom were male and 150 were female. The study's findings revealed that the causes of spiritual intelligence among secondary school students differ depending on gender and board. This is the reason why male and female students perceive spirituality as a separate subject and do not pay equal attention to other subjects. O'Sullivan and Lindsay (2022) in the study emphasized adaptive applications of spiritual intelligence, particularly its link to positive well-being and quality of life. Only a few studies have looked into its applicability in secular Western contexts. A questionnaire was completed by 214 New Zealand university students to assess their spiritual intelligence, resilience, and various aspects of wellbeing. Spiritual intelligence was found to be significantly associated with increased resilience and decreased feelings of depression and stress, but not anxiety. The relationship between spiritual intelligence scores and combined depression, anxiety, and stress scores, on the other hand, was completely mediated by resilience scores, implying that spiritual intelligence may not directly affect wellbeing. The reviews shows that the studies carried out had not explored the relationship between spiritual intelligence and stress of the students.

### **EMERGENCE OF THE PROBLEM**

During B.Ed. teaching practice and interactions with students, the investigator noticed high levels of stress among students. Factors like peer pressure, home environment, teachers' expectations, and the social environment contributed to this stress. The investigator

realized the importance of exploring the role of spiritual intelligence in managing student stress. Observations showed that students from supportive and religious families had higher academic success and better stress management skills. Spiritual practices were found to create inner peace and establish effective communication between students' mental and physical selves. These practices equipped students with tools to cope with stress effectively. Motivated by these insights, the investigator planned a systematic study to examine the relationship between spiritual intelligence and student stress. The study aimed to understand the benefits and implications of spiritual intelligence on student well-being and academic outcomes. By investigating the influence of spiritual intelligence on stress levels, the investigator sought to enhance students' overall well-being and success in their academic journey.

#### **OBJECTIVES OF THE STUDY**

To study the relationship between spiritual intelligence and stress of secondary school students

#### **HYPOTHESES OF THE STUDY**

There exists no significant correlation between spiritual intelligence and stress of secondary school students.

#### **DESIGN OF THE STUDY**

The method of investigation used in the present study is descriptive survey method.

#### **SAMPLE OF THE STUDY**

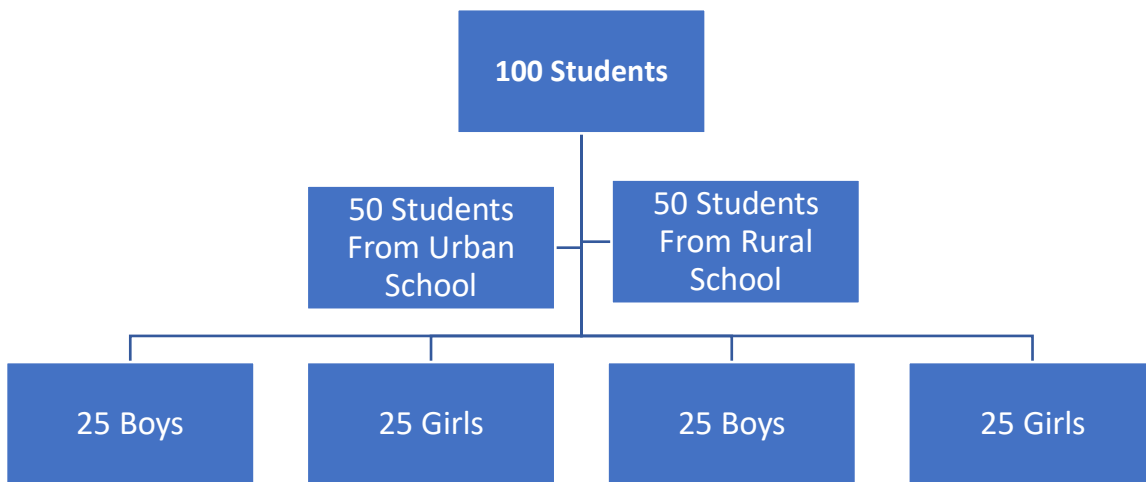
In the present study, the sample consists of 100 students studying in class IX and X drawn from the Govt. Model Senior Secondary schools of Chandigarh. The investigator selected the 100 students through random sampling from all sections of IX and X class in the Govt. Model Senior Secondary School, Sarangpur and Govt. Model Sr Sec School Sector 20-D Chandigarh. The schools were selected randomly among the Govt. schools of Chandigarh.

**TOOLS USED**

- 1) Spiritual Intelligence scale (Misra, 2014)
- 2) Students Stress Scale (Akhtar, 2011)

**DELIMITATION OF THE STUDY**

- 1) The present study will be delimited to the government schools of Chandigarh only.
- 2) The sample will consist of 100 secondary school students only.

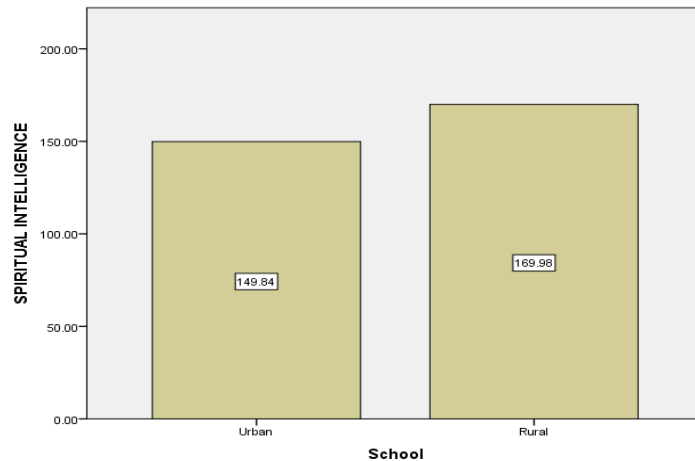


**FINDINGS AND INTERPRETATION:**

***A. INTERPRETATION AND DISCUSSION BASED ON THE DESCRIPTIVE STATISTICS OF SPIRITUAL INTELLIGENCE IN URBAN AND RURAL SCHOOLS***

**Table 1: Descriptive statistics of Spiritual Intelligence in urban and rural schools**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>
Urban	50	149.84	17.97
Rural	50	169.98	9.46



**Figure 1: Mean scores of Spiritual Intelligence in urban and rural schools**

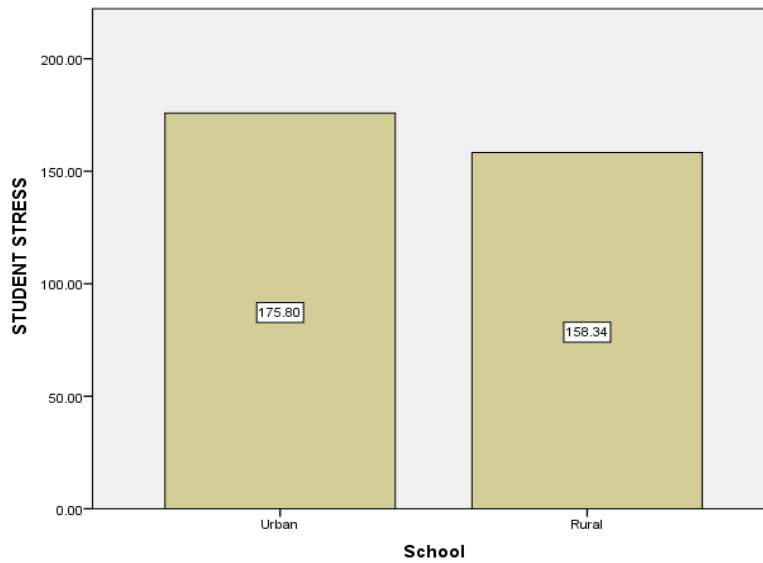
**INTERPRETATION**

Descriptive statistics for Spiritual Intelligence among secondary school students with respect to their area is depicted in Table 1. The mean scores of students studying in urban schools is 149.84 with standard deviation 17.97 and those studying in rural schools have mean score of 169.98 with standard deviation 9.46. Thus, it shows that Spiritual Intelligence is high among students studying in rural schools (Fig 1).

***B. INTERPRETATION AND DISCUSSION BASED ON THE DESCRIPTIVE STATISTICS OF STRESS IN URBAN AND RURAL SCHOOLS***

**Table 2: Descriptive statistics of stress in urban and rural schools**

Group	N	Mean	Standard deviation
Urban	50	175.80	17.749
Rural	50	158.34	11.54



**Figure 2: Mean scores of Stress in urban and rural schools**

**INTERPRETATION**

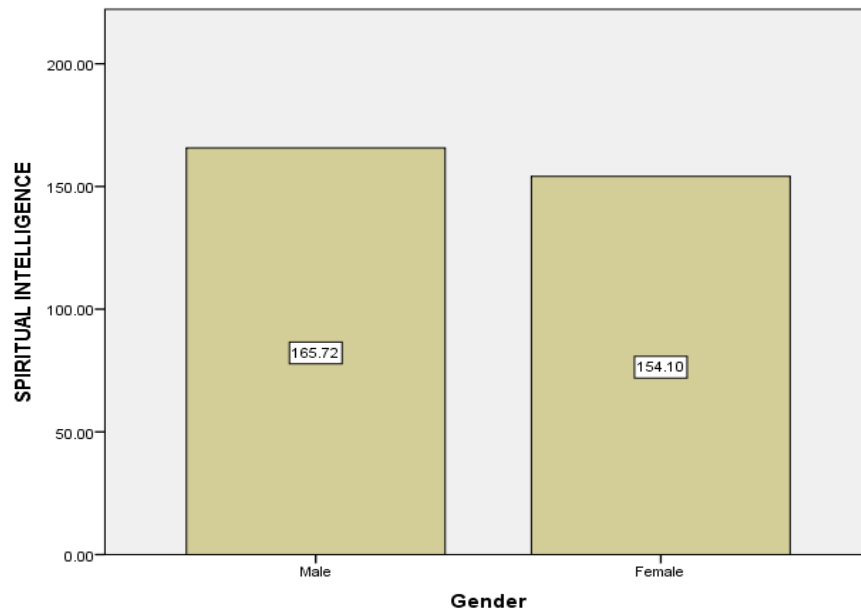
Descriptive statistics for stress among secondary school students with respect to their area is depicted in Table 2. The mean scores of students studying in urban schools is 175.80 with standard deviation 17.74 and those studying in rural schools have mean score of 158.34 with standard deviation 11.54. Thus, it shows that stress is high among students studying in urban schools (Refer Fig 2).

**B. INTERPRETATION AND DISCUSSION BASED ON THE DESCRIPTIVE STATISTICS OF SPIRITUAL INTELLIGENCE AMONG BOYS AND GIRLS**

**Table 3: Descriptive statistics of Spiritual Intelligence among boys and girls**

Group	N	Mean	Standard deviation
Boys	50	165.72	13.86
Girls	50	154.10	18.92





**Figure 3: Mean scores of Spiritual Intelligence among boys and girls**

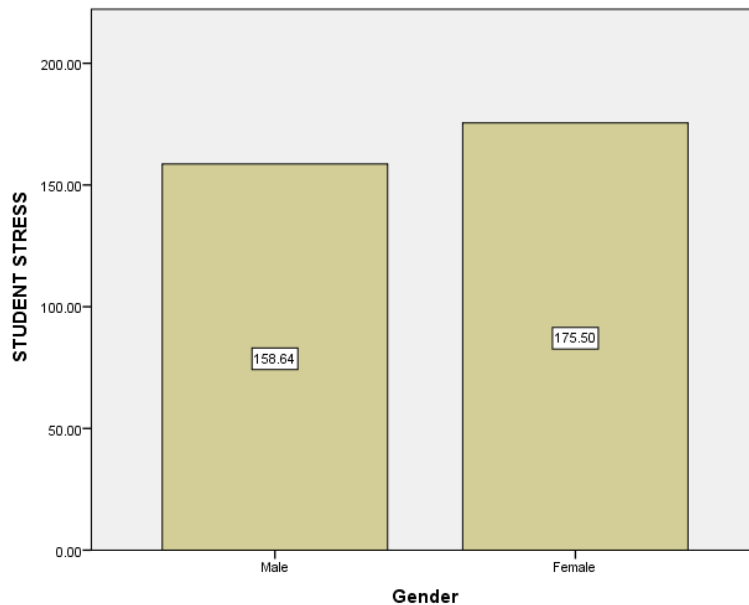
**INTERPRETATION**

Descriptive statistics for Spiritual Intelligence among secondary school students with respect to their gender is depicted in Table 3. The mean score of boy students is 165.72 with standard deviation 13.86 and girls have a mean score of 154.10 with standard deviation 18.92. Thus, it shows that Spiritual Intelligence is high among boy students (Fig 3).

***C. INTERPRETATION AND DISCUSSION BASED ON THE DESCRIPTIVE STATISTICS OF STRESS AMONG BOYS AND GIRLS***

**Table 4: Descriptive statistics of stress among boys and girls**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard deviation</b>
Boys	50	158.64	14.49
Girls	50	175.50	15.77



**Figure 4: Mean scores of Stress among boys and girls**

**INTERPRETATION:**

Descriptive statistics for stress among secondary school students with respect to their gender is depicted in Table 4. The mean score of boy students is 158.64 with standard deviation 14.49 and girls have a mean score of 175.50 with standard deviation 15.77. Thus, it shows that stress is high among girl students (Fig 4).

***D. INTERPRETATION AND DISCUSSION BASED ON THE CORRELATION COEFFICIENT BETWEEN SPIRITUAL INTELLIGENCE AND STRESS OF THE SECONDARY SCHOOL STUDENTS***

**Table 5: Correlation coefficient between school environment and Spiritual Intelligence of the secondary school students**

		<b>STRESS</b>
<b>SPIRITUAL INTELLIGENCE</b>	Pearson Correlation	-.588**
	Sig. (2-tailed)	.000
	N	100

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

### **INTERPRETATION:**

Table 5 shows Pearson coefficient of correlation between Spiritual Intelligence and stress among secondary school students. As evident, the stress has been found negatively and significantly related to Spiritual Intelligence ( $r=-.588$ ,  $p =.000$ ). Therefore, null hypothesis “there exists no significant relationship between Spiritual Intelligence and stress of secondary school students” stands rejected. This shows that better Spiritual Intelligence leads to reduced stress among secondary school students.

### **CONCLUSION**

Thus, it can be concluded from above that:

- Stress is high among students studying in urban schools as compared to those studying in rural schools.
- Spiritual Intelligence is high among students studying in rural schools as compared to those studying in urban schools.
- School environment is perceived to be better in rural schools compared to urban schools.
- Female students experience higher levels of stress compared to male students.
- Male students exhibit higher levels of spiritual intelligence compared to female students.
- School Environment is perceived better by male students as compared to female students.
- School environment has a significant negative correlation with stress, indicating that a better school environment is associated with reduced stress levels.
- Spiritual intelligence also has a significant negative correlation with stress, suggesting that higher spiritual intelligence is associated with lower stress levels among students.

### **EDUCATIONAL IMPLICATIONS**

- The present study is helpful to understand the importance of School Environment which helps in reducing the stress level of secondary students as there is negative relationship between school environment and stress of secondary school students.

- This study may help in understanding the need of enhancing spiritual intelligence in the pupils for their all-round development and reducing stress in them as there is negative relationship between spiritual intelligence and stress.
- This study may help in understanding the needs of appropriate school environment for providing pupils with developing all the personality dimensions especially focusing on spiritual intelligence.
- This study is helpful in understanding the relationship between all the variables that is school environment, spiritual intelligence and stress of students for the proper development of the personalities of the individual.

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