

## Differential Spiritual Intelligence among Rural and Urban Adolescents

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### **ABSTRACT**

*The present study was to assess the spiritual intelligence of the rural and urban school students and to find out the difference if any among the two groups of students. The field study was carried out by selecting a sample of 100 students of the government schools of Chandigarh one from rural area and another from urban area selected randomly by employing the Spiritual Intelligence scale (Misra, 2014) to collect the data. The difference of 20.1 in the mean scores of the spiritual intelligence of the rural and urban students in favour of the rural group was ascertained to be significant or not by calculating t-value for the two groups and was found to be 7.08 which is more than critical value of 2.68 at 0.01 level of significance for  $df=49$ . The difference of 11.6 in the mean scores of the spiritual intelligence of the male and female students in favour of the male group was ascertained to be significant or not by calculating t-value for the two groups and was found to be 3.53, which is more than critical value of 2.68 at 0.01 level of significance for  $df=49$ . The results show that there is significant difference in the spiritual intelligence of the rural and urban school students in favour of the rural school students. The study also reveals significant difference in the spiritual intelligence of the male and female school students in favour of male students of Chandigarh.*

**Key Words:** *Spiritual Intelligence, Adolescents, Urban, Rural, Male, Female, Significant, Difference.*

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### **INTRODUCTION**

Spiritual intelligence is an individualistic ability and has been defined in different ways by different experts. Emmons (2000) defines spiritual intelligence as “the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment.” Wolman

(2001) stated that, "spiritual intelligence is a human capacity about the meaning of life, and to simultaneously experience the seamless connection between each of us and the world in which we live." Sisk (2002) described spiritual intelligence as "a deep self-awareness in which one becomes more and more aware of the dimensions of self, not simply as a body, but as a mind-body and spirit". Vaughan (2002) defines Spiritual Intelligence (SI) as "a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness, it implies awareness of our relationship to the transcendent, to each other, to the earth, and all beings". McMullen (2003) stated that: "If cognitive intelligence is about thinking and emotional intelligence is about feeling, then spiritual intelligence is about being". Nasel (2004) believed that spiritual intelligence represents the ability to draw on one's spiritual abilities and resources to better identify, find meaning in, and resolve existential, spiritual, and practical issues.

Researchers have explored the different aspects of the spirituality with regards to students' behaviour and perceptions. Some of the significant studies are reviewed and reported here.

Creel (2000) investigated spiritual development as a predictor of coping behaviour among 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. However, there was no gender difference in spirituality and 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. Sood, Bakshi, and Gupta (2012) investigated the link between personality traits, spiritual intelligence, and well-being among university students. The study found 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. The study's findings revealed that higher secondary students had a low level of Spiritual Intelligence. There was no significant difference in Spiritual Intelligence of 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 findings of the study revealed that the spiritual intelligence among secondary school students differ depending on gender and board of examination. O'Sullivan and Lindsay (2022) in their study emphasized the adaptive applications of spiritual intelligence, particularly its link to positive well-being and quality of life. 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. These studies thus revealed the different dimensions of the spiritual intelligence, but no study has been found to corroborate the difference in the spirituality of the urban and rural students. Therefore the present study was planned to assess the spiritual behaviour of the rural and urban adolescents.

## **RATIONALE OF THE STUDY**

Recent studies have shown that adolescents are acquiring the behaviour which is not in consonance with the social order. There is growing tendencies among youth toward aggression. There are studies which show the growing incidence of aggressive behaviour among the adolescents. Ancient scriptures in India advocates peace and tranquility of human behaviour through spirituality. It is propagated that spirituality brings harmony and peace among the individuals.

Based on the research conducted by Creel (2000), Gupta et al. (2011), Babanazari et al. (2011), Sood et al. (2012), Nair and Paul (2017), Bhalla (2017), Saranya and Sangeetha (2017), Venkat et al. (2017), Aslam (2018), and O'Sullivan and Lindsay (2022), it can be concluded that spiritual intelligence plays a significant role in various aspects of students' lives. The studies indicate that spirituality is related to coping resources, academic stress, happiness, social adjustment, and well-being. The findings suggest that spiritual intelligence is linked to resilience, decreased feelings of depression and stress, and increased well-being.

However, further research is needed to explore the applicability of spiritual intelligence in different contexts and its direct impact on various aspects of student life.

### **OBJECTIVES OF THE STUDY**

1. To study the spiritual intelligence of the adolescents
2. To study the difference in the spiritual intelligence of the rural and urban adolescents
3. To study the difference in the spiritual intelligence of the male and female adolescents

### **HYPOTHESES OF THE STUDY**

The following null hypotheses were tested in this descriptive study:

1. There is no significance difference in the spiritual intelligence of the rural and urban school students.
2. There is no significance difference in the spiritual intelligence of the male and female school students.

### **PROCEDURE OF THE STUDY**

To carry out the study descriptive survey research method was used to collect data from two schools, one from the rural area and other from the urban area selected randomly from the list of available government schools in Chandigarh. The present field study was carried out by selecting a sample of 100 students of two government schools of the city Chandigarh. The 100 students were randomly selected from two schools from class IX and X out of which 50 were male and 50 female. The Spiritual Intelligence Scale developed and standardised by Misra (2014) was employed to collect the data for the study. The scale was administered to the two groups in each of the rural and urban school students after clarifying the purpose of the study to the subjects. The data collected was manually scored and entered in the computer for analyzing. The data was analyzed after computing the basic and elementary statistics like mean, median, standard deviation etc. Graphical and tabular presentation was made to simplify the results. Two groups were compared by applying t-test to know the difference in the spiritual intelligence of rural and urban students as well as the difference in the spiritual intelligence of the male and female in the rural and urban areas.

## ANALYSIS AND INTERPRETATION OF THE RESULTS

The data collected by employing the spiritual intelligence scale was tabulated, categorized and analyzed. The result of the descriptive analysis was entered into appropriate tables as given in the proceeding paragraphs. The calculated values of mean, median, mode, standard deviation etc. are shown in table 1 below.

**Table 1: Descriptive Statistics of spiritual intelligence of the rural and urban students**

Variable	Students	N	Mean	SD	Median	Mode	Skewness	Kurtosis
Spiritual Intelligence	Rural	50	169.9	9.37	174	174	-0.576	-0.934
	Urban	50	149.8	17.79	148	165	-0.136	-0.758

As shown in the Table 1 the mean, median and mode of the spiritual intelligence scores of sample of rural students are 169.9, 174 and 174 respectively and thus can be considered approximately equal. Whereas the mean, median and mode of the spiritual intelligence scores of the sample of the urban students are 149.8, 148 and 165 respectively and thus can be considered as approximately equal. The standard deviation of the spiritual intelligence scores of rural and urban sample is 9.37 and 17.79 respectively the value of skewness of the rural sample is -0.576 and that of the urban is -0.136. The value of kurtosis of the rural sample is -0.934 (negative value) and that of urban sample is -0.758 which is less than 0.263 and hence the distribution of spiritual intelligence is leptokurtic curve in both the cases.

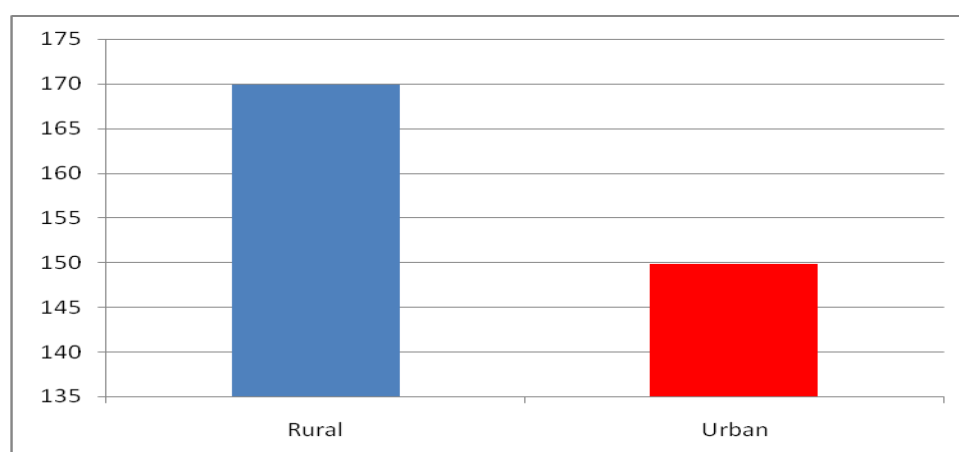
To ascertain the difference in the spiritual intelligence of the rural and urban students the t-value was calculated for the two groups and is entered in the below given table 2.

**Table 2: Difference in spiritual intelligence of the two groups of students**

Variable	Type	N	Mean	S. D.	t-value	Level of significance
Spiritual Intelligence	Rural	50	169.9	9.37	7.08*	P< 0.01
	Urban	50	149.8	17.79		

\*Significant as critical value at 0.01 level is 2.68

The bar graph of the mean scores of the scientific attitude scores of the two groups is plotted and is depicted in figure 1 below.



**Figure 1: Mean Scores of the spiritual intelligence of the rural and urban students**

There is a difference of 20.1 in the mean scores of the spiritual intelligence of the rural and urban students in favour of the rural group as depicted in the table 2 and figure 1. To ascertain this difference in the mean scores of the two groups is significant or not, t-value was calculated for the two groups and was found to be 7.08. The calculated t- value of 7.08 for the two groups for df=49 is more than critical value of 2.68 at 0.01 level of significance and hence the null hypothesis “there is no significant difference in the spiritual intelligence of rural and urban school students” is rejected at 0.01 level. Therefore, it can be concluded that the difference in the spiritual intelligence of the rural and urban students is significant at 0.01 level in favour of rural students.

**Table 3: Descriptive Statistics of spiritual intelligence of the male and female students**

Variable	Students	N	Mean	SD	Median	Mode	Skewness	Kurtosis
Spiritual Intelligence	Male	50	165.7	13.73	166	165	-1.311	2.385
	Female	50	154.1	18.74	149	174	-0.312	-0.913

As shown in the Table 3 the mean, median and mode of the spiritual intelligence scores of sample of male students are 165.7, 166 and 165 respectively and thus can be considered approximately equal. Whereas the mean, median and mode of the spiritual intelligence scores of the sample of the urban students are 154.1, 149 and 174 respectively and thus can be considered as approximately equal. The standard deviation of the spiritual intelligence scores of male and female sample is 13.73 and 18.74 respectively the value of skewness of the male sample is -1.311 and that of the female is -0.312. The value of kurtosis of the male sample is 2.385(positive value) which is more than 0.263 and that of female sample is -0.913 (negative value) which is less than 0.263 and hence the distribution of spiritual intelligence is platykurtic in case of male students whereas it is leptokurtic curve in case of female students.

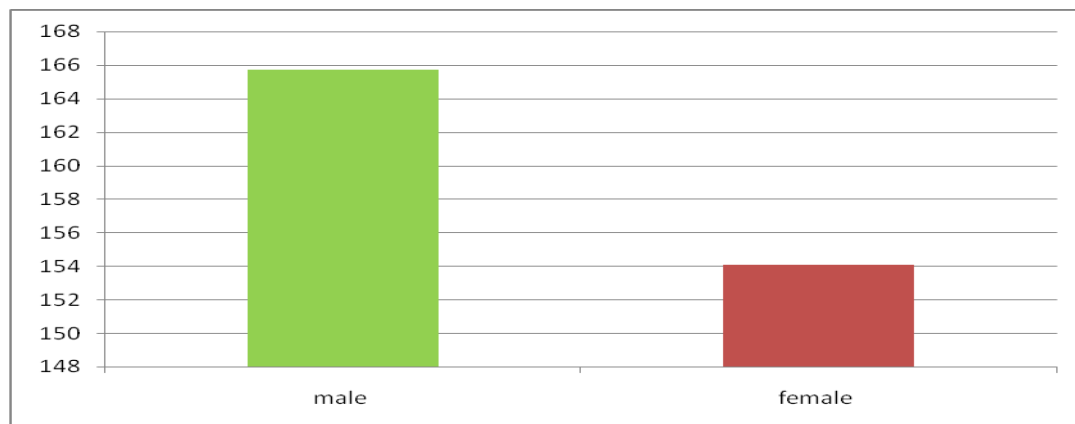
To ascertain the difference in the spiritual intelligence of the male and female students the t-value was calculated for the two groups and is entered in the below given table 4.

**Table 4: Difference in spiritual intelligence of the two groups of students**

Variable	Group	N	Mean	S. D.	t-value	Level of significance
Spiritual intelligence	Male	50	165.7	13.73	3.53**	p< 0.01
	Female	50	154.1	18.74		

*\*\*Significant as the critical value is 2.68 at 0.01 level*

The bar graph of the mean scores of the scientific attitude scores of the two groups is plotted and is depicted in figure 2 below.



**Figure 2: Mean Scores of the spiritual intelligence of the male and female students**

There is a difference of 11.6 in the mean scores of the spiritual intelligence of the male and female students in favour of the male group as depicted in the table 4 and figure 2. This difference in the mean scores of the spiritual intelligence of two groups is significant or not, t-value was calculated for the two groups and was found to be 3.53. The calculated t-value for the two groups for  $df=49$  is more than critical value of 2.68 at 0.01 level of significance and hence the null hypothesis “there is no significant difference in the spiritual intelligence of male and female students” is rejected at 0.01 level. Therefore, it can be concluded that the difference in the spiritual intelligence of the male and female students is significant at 0.01 level in favour of the male students.

## **FINDINGS AND CONCLUSION**

The difference of 20.1 in the mean scores of the spiritual intelligence of the rural and urban students in favour of the rural group as depicted in the table 2 and figure 1 was ascertained to be significant or not by calculating t-value for the two groups and was found to be 7.08. The calculated t-value of 7.08 for the two groups for  $df = 49$  is more than critical value of 2.68 at 0.01 level of significance and hence it can be concluded that the difference in the spiritual intelligence of the rural and urban students is significant at 0.01 level in favour of rural students.



The difference of 11.6 in the mean scores of the spiritual intelligence of the male and female students in favour of the male group as depicted in the table 4 and figure 2 was ascertained to be significant or not by calculating t-value for the two groups and was found to be 3.53. The calculated t- value for the two groups for df=49 is more than critical value of 2.68 at 0.01 level of significance and hence it can be concluded that the difference in the spiritual intelligence of the male and female students is significant at 0.01 level in favour of the male students.

The study indicates that the distribution of the spiritual intelligence among rural and urban students vary quite differently. The results show that there is significant difference in the spiritual intelligence of the rural and urban school students in favour of the rural school students. The study also revealed significant difference in the spiritual intelligence of the male and female school students in favour of male students of Chandigarh.

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