

A Comparative Study of Spiritual Intelligence among Government and Private Secondary School Students

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Abstract: *Spiritual intelligence is an important aspect of human personality that helps individuals understand the meaning and purpose of life. It contributes to self-awareness, moral values, emotional balance, and positive relationships with others. The present study examined the spiritual intelligence of secondary school students with respect to gender and type of school. The study employed a descriptive survey method with a sample of 120 secondary school students. The Spiritual Intelligence Scale (SIS) developed by Dr. K. S. Mishra was used for data collection. The data were analysed using Mean, Standard Deviation, and t-test. The findings revealed that female students had higher overall spiritual intelligence than male students, while private-school students scored higher than government-school students. Significant differences were observed in selected dimensions of spiritual intelligence. The study highlights the importance of value-based education, self-awareness, and personality development for the holistic development of secondary school students.*

Keywords: Spiritual Intelligence, Secondary School Students, Gender, Government School, Private School, Holistic Development.

I. INTRODUCTION

Spiritual intelligence is an important dimension of human development that enables individuals to understand the deeper meaning and purpose of life. It contributes to self-awareness, inner peace, compassion, moral values, and the ability to respond to life situations in a balanced manner. While Intelligence Quotient (IQ) primarily relates to cognitive abilities and Emotional Intelligence (EQ) focuses on the understanding and regulation of emotions, spiritual intelligence is concerned with the integration of meaning, values, and inner awareness in guiding behaviour and life decisions.

The secondary school stage is an important period in the overall development of students. Adolescence is characterized by significant physical, emotional, social, and psychological changes. During this period, students may experience academic pressure, peer influence, challenges related to identity, and emotional difficulties. The development of spiritual intelligence can support students in developing self-awareness, resilience, ethical decision-making, empathy, and positive interpersonal relationships.

Contemporary education emphasizes not only academic achievement but also the holistic development of learners. In this context, understanding spiritual intelligence among secondary school students is important for educators, parents, and educational institutions. Knowledge of students' spiritual intelligence may help in developing educational practices that encourage self-awareness, ethical values, emotional balance, and positive personal development alongside academic learning.



The present study therefore focuses on examining the spiritual intelligence of secondary school students with respect to gender and type of school. It further seeks to determine whether significant differences exist between male and female students and between government and private school students across the different dimensions of spiritual intelligence.

OBJECTIVES OF THE STUDY

1. To compare the spiritual intelligence of male and female secondary school students.
2. To compare the spiritual intelligence of secondary students studying in public schools and government “schools.

HYPOTHESES OF THE STUDY

H₀₁: There is no significant difference in the spiritual intelligence of male and female secondary school students.

H₀₂: There is no significant difference in the spiritual intelligence of secondary school students studying in government and private schools.

II. RESEARCH METHOD AND STATISTICAL TOOLS

The present study employed the Descriptive Survey Research Method to investigate the Spiritual Intelligence of secondary school students. The population of the study comprised students studying in Class IX in government and private secondary schools of Doiwala Block, Dehradun, Uttarakhand. A sample of 120 secondary school students was selected using the Stratified Random Sampling Technique to ensure adequate representation of students with respect to gender and type of school.

Data were collected using the Spiritual Intelligence Scale (SIS) developed by Dr. K. S. Mishra, which measures different dimensions of Spiritual Intelligence. The dimensions examined in the present study were Consciousness, Grace, Meaning, Transcendence, Truth, Serenity, and Inner-Directedness.

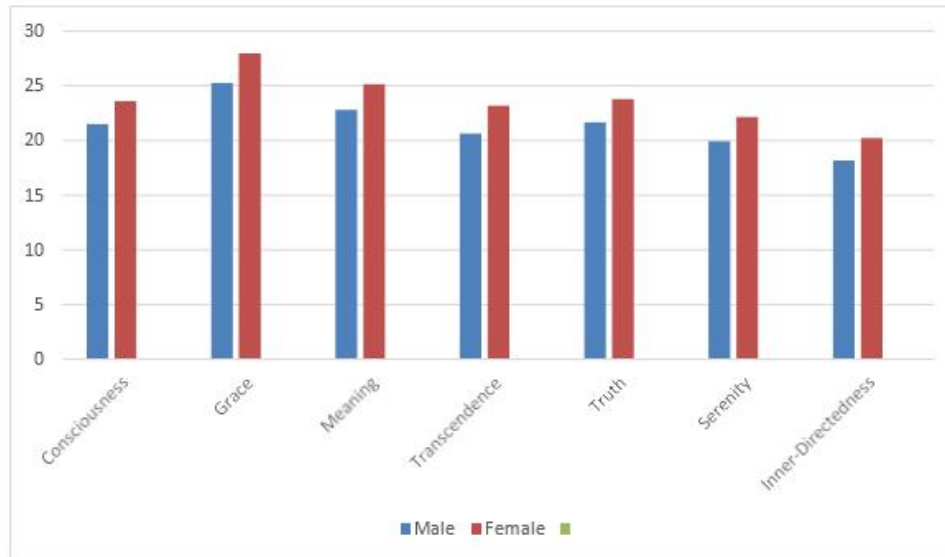
The collected data were analysed using appropriate statistical techniques. Mean and Standard Deviation were used to describe the Spiritual Intelligence scores of the students, while the Independent Samples t-test was used to examine differences in Spiritual Intelligence between male and female students and between government and private school students. The hypotheses were tested at the 0.05 level of significance.

H₀₁: There is no significant difference in the spiritual intelligence of male and female secondary school students.

Table 4. 1. spiritual intelligence of male and female secondary school students.

S. No.	Dimensions of Spiritual Intelligence	Male (N=60) Mean±-SD	Female (N=60) Mean±-SD	t-vau	Level of Significance	Decision
1.	Consciousness	21.43 ± 4.82	23.53 ± 4.51	3.49	0.05	Rejected
2.	Grace	25.18 ± 4.36	27.90 ± 4.08	3.03	0.05	Rejected
3.	Meaning	22.74 ± 5.01	25.08 ± 4.62	1.51	0.05	Accepted
4.	Transcendence	20.56 ± 5.28	23.12 ± 4.86	1.75	0.05	Accepted
5.	Truth	21.58 ± 4.73	23.72 ± 4.29	2.55	0.05	Rejected
6.	Serenity	19.84 ± 5.41	22.08 ± 5.02	0.22	0.05	Accepted
7.	Inner-Directedness	18.09 ± 4.95	20.15 ± 4.62	2.88	0.05	Rejected
	Overall Spiritual Intelligence	145.82 ± 27.14	152.52 ± 24.18	5.14	0.05	Rejected





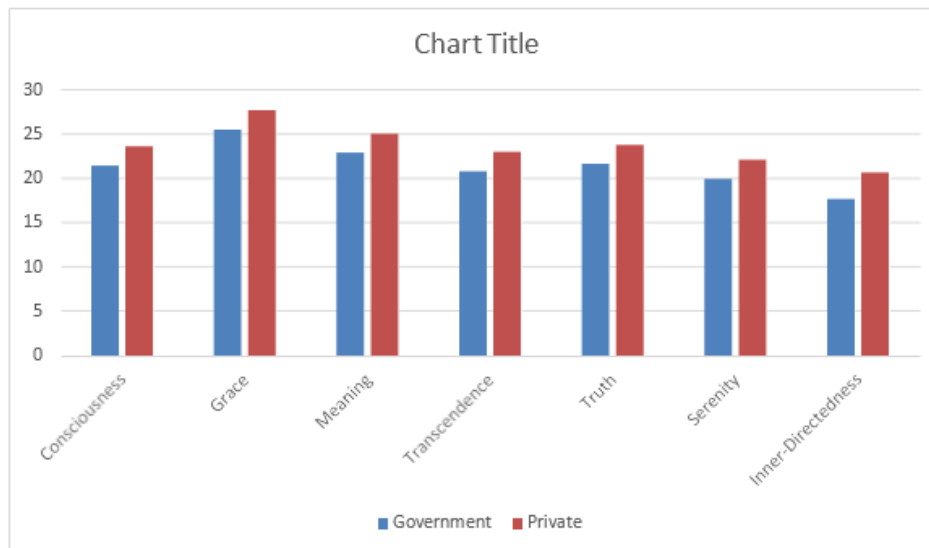
Conclusion: Female students scored higher than male students across all seven dimensions of Spiritual Intelligence, with the highest scores observed in Grace.

Ho. 2. There is no significant difference in the spiritual intelligence of government and private secondary school students

Table 4. 2. spiritual intelligence of government and private secondary school students

S. No.	Dimensions of Spiritual Intelligence	Government (N=60) Mean $\pm$ SD	Private (N=60) Mean $\pm$ SD	t-value	Level of Significance	Decision
1.	Consciousness	21.36 $\pm$ 4.88	23.60 $\pm$ 4.45	2.66	0.05	Rejected
2.	Grace	25.41 $\pm$ 4.47	27.67 $\pm$ 4.15	3.88	0.05	Rejected
3.	Meaning	22.83 $\pm$ 5.06	24.99 $\pm$ 4.71	0.27	0.05	Accepted
4.	Transcendence	20.71 $\pm$ 5.36	22.97 $\pm$ 4.88	1.95	0.05	Accepted
5.	Truth	21.57 $\pm$ 4.69	23.73 $\pm$ 4.41	0.93	0.05	Accepted
6.	Serenity	19.86 $\pm$ 5.44	22.06 $\pm$ 5.10	0.38	0.05	Accepted
7.	Inner-Directedness	17.62 $\pm$ 4.91	20.62 $\pm$ 4.56	4.62	0.05	Rejected
Overall	Spiritual Intelligence	145.36 $\pm$ 28.87	151.98 $\pm$ 26.58	4.74	0.05	Rejected





Conclusion: Private school students scored higher than government school students across all seven dimensions of Spiritual Intelligence.

III. FINDINGS AND INTERPRETATION

1. The overall Spiritual Intelligence of the secondary school students showed a difference with respect to gender. Female students obtained a higher mean score (152.52 ± 24.18) than male students (145.82 ± 27.14), and the difference was statistically significant at the 0.05 level.
2. Among the seven dimensions of Spiritual Intelligence, Grace recorded the highest mean score for both male and female students, whereas Inner-Directedness recorded the lowest mean score for both groups. This indicates that Grace was the strongest dimension and Inner-Directedness was comparatively the weakest dimension among the students.
3. A significant difference was found between male and female secondary school students in the dimensions of Consciousness, Grace, Truth, and Inner-Directedness, with female students obtaining higher mean scores than male students. However, no significant difference was found in Meaning, Transcendence, and Serenity.
4. A significant difference was found between government and private secondary school students in overall Spiritual Intelligence. Private-school students obtained a higher mean score (151.98 ± 26.58) than government-school students (145.36 ± 28.87). Significant differences were also found in the dimensions of Consciousness, Grace, and Inner-Directedness, with private-school students scoring higher.
5. No significant difference was found between government and private school students in the dimensions of Meaning, Transcendence, Truth, and Serenity. Thus, the effect of school type was not uniform across all dimensions of Spiritual Intelligence.
6. The findings indicate the importance of promoting value-based education, self-awareness, ethical practices, reflection, and personality development programmes in secondary schools to support the holistic development of students and enhance their Spiritual Intelligence

IV. CONCLUSION

The present study concludes that Spiritual Intelligence is an important aspect of the holistic development of secondary school students. It contributes to self-awareness, moral values, emotional balance, compassion, and the ability to find meaning and purpose in life. The study examined the Spiritual Intelligence of secondary school students studying in government and private schools of Doiwala Block, Dehradun, with respect to gender and type of school.



The findings revealed that female students obtained higher overall Spiritual Intelligence scores than male students, and the difference was statistically significant. Significant gender differences were observed in the dimensions of Consciousness and Inner-Directedness, whereas no significant differences were found in Grace, Meaning, Transcendence, Truth, and Serenity.

With regard to school type, private-school students obtained higher overall Spiritual Intelligence scores than government-school students, and the difference was statistically significant. However, no statistically significant differences were found between government and private school students in any of the seven dimensions of Spiritual Intelligence: Consciousness, Grace, Meaning, Transcendence, Truth, Serenity, and Inner-Directedness.

The findings highlight the importance of nurturing Spiritual Intelligence alongside academic achievement. Educational institutions can provide opportunities for value-based education, moral development, reflective practices, life-skills activities, and other appropriate programmes that support students' self-awareness and holistic development. The findings may also provide a useful basis for educators and future researchers interested in the development of Spiritual Intelligence among secondary school students.

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