

## **Spiritual Intelligence In Relation To Academic Achievement among Somalia Students**

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### **Abstract**

This research conduct to find the association between spiritual intelligence and academic of Somalia students pursuing higher studies in Punjab, India. Sample study consist 150 students 132 male and 18 female. Spiritual intelligence of students is measured by Dr. Santosh Dhar and Dr. Upinder Dhar (2010) and in case of academic achievement student's cumulative grade points is obtained from the previous semester is taken. The result found that there is no correlation exists between spiritual intelligence and academic achievement but there is significant differences seen between the variables with respect to gender.

**Key words:** Spiritual Intelligence, Academic Achievement, Higher Education.

### **Introduction**

Spiritual intelligence help a student to discover how is he adopting in the environment and solving his problem in a manner way. In this century using spiritual intelligence is very important especially a student who is studying India The research done, persons with good sense of spiritual intelligence were more active in academic achievement. (Fritz, 1984).Spiritual intelligence help a student to plan his live and make good progress. At the beginning of the 20th century, psychologists discovered ways and means of measuring intelligence that evolved into a mania of intelligence. In the middle of 199

Spiritual intelligence is deep insight is the ability to have higher effects, tolerant values and goals, and parts that are oblivious to a more creative and sophisticated life. High quality indicators include the ability to fully study case, humility and energy input, which stem from something that transcends inner self, exceeds my daily concerns and my daily concerns.

Spiritual intelligence can be defined as the following balance, which points out the connection between spiritual intelligence and two other dimensions, in collaboration with the state of residence.

Spiritual intelligence is a tool that promotes the quality of life (or self-esteem), the wisdom, the compass, the dignity, the happiness, the love, the creativity, and the peace. Intelligence gives a meaningful and meaningful sense, along with enhanced vital lifestyle skills and skill.

Spiritual intelligence concerns some ways to grasp and integrate the interior existence of brain and strength into the external existence of labor within the world. It will be cultivated through analysis, investigation and observe, non-secular experiences donated to their expansion, counting on the context and therefore the means that of addition non secular maturity is expressed by knowledge and merciful action within the world.

Spiritual intelligence is the key to personal and long-term life at extraordinary levels. This is the science of dealing with human energy that provides access to the full range of human capabilities to succeed and prosper in the current economic and social conditions.

The main disciplines that have contributed to the study of intellectual intelligence are neuroscience, cognitive psychology, psychology and interpersonal philosophy.

Spiritual intelligence is the way that a person is adapting in the environment problem and trying to solve it using his intelligence. Spiritual intelligence is a like a hidden energy.

Spiritual intelligence is a moderate reminder that it is wise to be spiritual. Spiritual includes not only the prayers and values of faith but also the responsibilities and support of others. It is the love between God and humanity. Spirituality is everywhere in the hearts and minds of men and women with religious traditions and traditions freely.

Sharma (2019) stated that spiritual intelligence stated that there should be place of meditation in the time table to reduce the academic stress.

Sharma (2019) defined that spiritually intelligent persons can bear more stress and have better adaptations.

The meaning of spiritual intelligence is a position of ability people use to be appropriate comprehensible, spiritual personification capital, principles, kindness and happiness (Am ram 2007).

Spiritual intelligence is a position of ability and competences in the human knowledge base that creates adaptive behavior for solving problems that leads to the achievement of goals and positive development results. However, it is clear that it is difficult to determine the problem of measuring and identifying its components, as well as its greater impact on personal and professional life.(Emmons (2000b).

According to Robert Emmons (1999), “Spiritual intelligence is a framework of identifying and organizing the skills and abilities needed for adaptive use of spirituality. Emmons describes five components of spiritual intelligence; the capacity to transcend the physical and material, the ability to experience heightened state of consciousness, the ability to sanctify everyday experiences, the ability to utilize spiritual resources to solve problems and capacity to be virtuous.”

Sisk and Torrance defined (2001), “Spiritual Intelligence is the ability to use a multisensory approach to problem solving and to Lear to listen to your inner voice”.

Wolemen (2001), described “Spiritual intelligence is the human capacity to ask questions about the meaning of life and to experience simultaneously the seamless connection between each one of us and the world in which we live.”( Taneja 2017)

## **Academic achievement**

Academic achievement means consistent tests, performance tests and portfolio evaluations. Academic success refers to a school whose learning currently meets or exceeds the standards of its level. . Academic achievement is the current level of student learning. The school appointment indicates the percentage of students in the school whose studies are respected or exceeded. Educational action is one in every of the foremost vital indicators in academic analysis and also the academic system tries to place that into observe. In alternative words, society is troubled concerning the individual's destiny, its development and in development, and its position in society and expects folks to accumulate psychological feature dimensions moreover as temperament, emotional and activity dimensions and skills, together with Develop in varied aspects. Kaushal (Farahani, 1994)

## **Objectives**

1. To study mean score of spiritual intelligence among Somalia students in relative to Gender
2. To study school achievement mean score among Somalia students with respect to Gender
3. To study the association of spiritual intelligence and academic achievement.

## **Hypothesis**

1. There is no significant difference on mean scores of spiritual intelligence of Somalia students pursuing higher education in relation to gender.
2. There is no significant difference on mean scores academic Achievement of Somalia students pursuing higher education in relation to gender.
3. Spiritual intelligence and academic achievement are not connection with each other.

## **Sample**

Sample size comprised 150 students from Somalia 132 male and 18 female pursuing higher education from Lovely Professional University of Punjab.

**Tools**

1. Spiritual Intelligence Scale (SIS) by Dhar and Dhar(2010);
2. For academic achievement the last grade obtained by students in the semester is considered.

**Data analysis and interpretation**

1. The following table 1 depicts the scores of spiritual intelligence with value to gender:

**Table 1: Mean scores of spiritual intelligence of Somalia students pursuing higher education in relation to gender.**

<b>Gender</b>	<b>Mean SI</b>	<b>Standard deviation</b>	<b>N</b>	<b>Md</b>	<b>T-test</b>
<b>Male</b>	216.84	32.78	132	18.33	2.31**
<b>Female</b>	235.17	19.00	18		

\*\*Significant at 0.001

Table 1 depicts the mean difference of spiritual intelligence score of male and female is 216.84 (SD=32.78) and 235.17 (SD=19.00) respectively and calculated t-value is 2.31 which is significant at 0.001 level. This indicates that females have better spiritual intelligence than male.

Hypothesis I: *There is no significant difference on mean scores of spiritual intelligence of Somalia students pursuing higher education in relation to gender* is rejected.

2. Table 2 presentation the average score of academic achievement in terms to Gender:

**Table 2: Academic achievements mean score among Somalia students in relation to Gender**

<b>Academic achievement level</b>	<b>Mean</b>	<b>STD</b>	<b>N</b>	<b>MD</b>	<b>T- test</b>
Male	69.00	10.6	132	4	1.52
Female	73.00	9.10	18		

Table 2 revealing the mean score of academic achievement male and female students is 69.00 (SD=10.6) and 73.00(SD= 9.10) respectively and the calculated t –value is 1.52 which is insignificant at 0.05 level .This indicates that there is no association between academic achievement with respect to male and female .

Hypothesis II: *There is no significant difference on mean scores academic Achievement of Somalia students pursuing higher education in relation to gender* is accepted.

**Table 3. Correlation between spiritual intelligence and academic achievement**

Table 3 shows the coefficient of association between spiritual intelligence and academic achievement:

**Table 3:Correlations**

		SISCOR	GRADES
		E	
SI	r	1	.091
SCORE			.267
	N	150	150
GRADES	Pearson		1
	Correlation	.091	
	Sig. (2-tailed)	.267	
	N	150	150

The coefficient of correlation value came to be .091 is not significant at 0.05 level and shows no association between both variables.

Hypothesis III “*There is no significant relationship between spiritual intelligence and academic achievement among Somalia students* is accepted

**Discussion:**

From data there are significant findings seen between two variables and this result consists with previous (Aslam2018), Sharma(2019) spiritual intelligence helps to reduce academic stress. While result with respect to gender is consisted with previous result (Meenakshi and Shaina 2018).While there is no relationship between spiritual intelligence and academic achievement this result is consist with previous result(Naderi And Hamid , 2010) .

**Findings**

- Females are having more spiritual intelligence than their counterparts.
- While male and female students don't significantly differ on the academic achievement
- Insignificant correlation seen between spiritual intelligence and academic achievement.

## Educational Implications:

- Educational institutions must give appropriate space in the time table for the training of spiritual intelligence for the students

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