



RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND FAMILY CLIMATE OF HIGHER SECONDARY STUDENTS

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Abstract

Spiritual intelligence is our capacity to acquire an accurate and deep understanding of multiple levels of awareness. Spiritual intelligence enlarges our ability to understand others at the inmost level. Family Climate is a term which is used to explain the family conditions involving family conflict, comfort, control, support and freedom. The growth and development of adolescents is directly influenced and affected by the cultural and social surroundings of the family. The main objectives of the study were, to find out the level of Spiritual intelligence and Family climate of higher secondary students and to find out whether there is any relationship between Spiritual intelligence and Family climate of higher secondary students. The Normative-survey method was adopted for the study. The sample consisted of 1160 higher secondary students. The researcher used Simple Random Sampling Technique for the selection of the sample. Spiritual Intelligence scale and the Family climate scale were the tools used to collect the data for the study. Mean, Standard Deviation, 't' test and 'F' test were the statistical techniques which were employed to analyze the data. The main findings of the study are, (i) The level of Spiritual intelligence of higher secondary students is high. (ii) The type of Family climate of higher secondary students is favourable. (iii) There is a moderate positive relationship between Spiritual intelligence and Family climate of higher secondary students.

Keywords: Spiritual Intelligence, family climate, well-being and students.

Introduction

Adolescents of today are facing more challenges and opportunities in this age of technological world. So, it becomes very important to reduce their stress and improve their well-being. Spiritual Intelligence has significant role in the quality of life and success of adolescents in 21st century which needs to be understood.

Family climate effects on the individual's spiritual intelligence and well-being. The well-being of adolescents depends on the family's capacity to nurture and care for them. Family climate plays an important role in physical, social, emotional and spiritual development of adolescents. Family climate helps in building faith and identity of adolescents and also helps to involve them in religious activities. The religious beliefs and practices of the family help adolescents to face the difficult situations of life, to reconstruct meaning and to manage affairs of life.

Need and significance of the study

The study of spiritual intelligence relies on self-reporting. A self-assessment which positively checked the validity of the criterion and defined validity. This study will tells us about the measurement of spiritual intelligence of adolescents. The higher aspect of intelligence is spiritual intelligence. Spiritual intelligence operates the attributes and



capacities of the genuine self in the form of empathy, insight, cohesion, delight, imagination, affection and peace. This study will show the result in a perception of profound motive and sense, merged with refinements in a broad range of major skills of work and skills of life.

The emotional and spiritual environment of the family greatly influences spiritual intelligence of adolescents. The formation of beliefs and ideas about the essence of God are largely affected by the family climate. Family is the important factor in developing spiritual values of adolescents. Family plays a major role in the development of spiritual intelligence and spiritual recognition of adolescents. A better family background can help in developing spiritual feelings of adolescents. Spiritual intelligence helps adolescents to cope better with illness and stress. Spiritually intelligent people face less stress in their life. Spiritual intelligence helps in promoting healthy development and well-being of higher secondary students. Therefore, the present study investigates the spiritual intelligence and family climate of higher secondary students.

Scope of the study

The present study has attempted to examine the relationship between spiritual intelligence and family climate of higher secondary students. The scope of the study is restricted to find out the level of spiritual intelligence of higher secondary students. The study is primarily concerned to understand the level of family climate of higher secondary students.

Objectives of the study

The following objectives are framed for the study.

1. To select suitable scale for measuring spiritual intelligence of higher secondary students.
2. To select suitable scale for measuring family climate of higher secondary students.
3. To find out the level of spiritual intelligence of higher secondary students.
4. To find out the type of family climate of higher secondary students.
5. To find out whether there is any significant difference in the mean score of spiritual intelligence and family climate of higher secondary students with respect to the variables such as gender, locality of the student and type of school.
6. To find out whether there is any relationship between spiritual intelligence and family climate of higher secondary students.

Hypotheses of the study

The following hypotheses are framed for the study.

1. The level of spiritual intelligence of higher secondary students is not high.
2. The type of family climate of higher secondary students is not favourable.
3. There is no significant difference in the mean score of spiritual intelligence of higher secondary students with respect to gender.
4. There is no significant difference in the mean score of spiritual intelligence of higher secondary students with respect to locality of the student.
5. There is no significant difference in the mean score of spiritual intelligence of higher secondary students with respect to type of school.



6. There is no significant difference in the mean score of family climate of higher secondary students with respect to gender.
7. There is no significant difference in the mean score of family climate of higher secondary students with respect to locality of the student.
8. There is no significant difference in the mean score of family climate of higher secondary students with respect to type of school.
9. There is no relationship between the spiritual intelligence and family climate of higher secondary student.

Review of related literature

Anita and Punia (2017) studied the effect of family climate on the adjustment of children with special needs. A sample consisting of 75 children with special needs was drawn. The result shows that family climate has significant impact on the school adjustment of the children with special needs. The study also stressed on the fact that there should be a healthy and productive environment in families, schools. The study further discussed that parental involvement has beneficial effect on school adjustment of the children with special needs.

Toosi, Emadian, Soleymani, Mohammadi and Doustdar (2017) investigated how significantly the second grade high school female students' educational, emotional and spiritual intelligence were associated with their religious orientation. Research results revealed that educational, emotional, and spiritual intelligence (independent variables) had positive and significant relationship with internal and external religious orientation (dependent variable). As the levels of educational, emotional, and spiritual intelligence increased, so did the level of religious orientation. Also the results of multiple regression analysis revealed that educational, emotional, spiritual intelligence were anticipants of religious orientation and its dimensions (internal and external religious orientation).

Davut (2018) studied spiritual intelligence characteristics and skills of self-regulation of teacher candidates. Low level of relationship was found between spiritual intelligence characteristics and self-regulation skills among teacher candidates. There is no significant difference in spiritual intelligence and self-regulation skills with regard to gender and location of residence among students. Characteristics of spiritual intelligence are significantly related with self-regulation skills and academic achievement of students.

Naik and Shukla (2018) found the significant impact of home environment on social and emotional intelligence of higher secondary students. A sample size comprised of 400 boys and 400 girls of XI students. The study revealed that, there is a significant impact of home environment on interactional effect of social and emotional intelligence of both boys and girls students of higher secondary schools.

Banerjee, Pathak and Yadav (2019) examined the relationship between family relationship and spiritual intelligence of students of professional courses. The result of the study disclosed positive significant impact of family relationship on spiritual intelligence.

Jamshid Ali Turi, Anita Abdul Rani, Imaduddin Abidin, Fatimah Mahmud and Alaeldeen Al Adresi (2020) have conducted a study on "Correlating spiritual and emotional intelligence with academic performance among Pakistani students". The result revealed that Emotional Intelligence significantly effects academic performance ($B = .09, >.005$) and



spiritual Intelligence significantly effects academic performance ($B = .34, >.005$) are accepted.

Arjun Chandra Das (2020) conducted a study on “ Impact of Family Climate on the Academic Achievement of Ninth Grade Students in Nadia District, West Bengal”. The findings of the study are further expected to identify the contribution of the factor in academic achievement and provide effective measure to enhance the academic achievement of 9th Grade school students

Chandni (2021) conducted a study on “ Spiritual Intelligence among Adolescents in relation to Family Climate and Well-Being”. The findings of the studyn are, 1. Boys and girls adolescents do not vary significantly with regard to their spiritual intelligence. 2. There is partial significant difference in spiritual intelligence between rural and urban adolescents. 3. Boys and girls adolescents differ significantly with regard to their family climate. 4. Rural and urban adolescents differ significantly with regard to their family climate.

The researcher selected this problem on the basis of some reviewed studies and researcher founds that this is not fully touched in the field of research. So researcher selected the present study to examine the relationship of spiritual intelligence with family climate of higher secondary students.

Method used in the study

Normative survey method has been used in the present study to collect the data from the higher secondary students of Villupuram District in Tamilnadu.

Variables of the study

Spiritual intelligence was taken as independent variable for the study. Family climate was taken as dependent variable for the study. The sub-variables of the study are,

- (i) Gender (ii) Locality of the student (iii) Type of school.

Sample and sampling technique

Using Simple Random Sampling technique, 1160 samples has been collected from Higher Secondary Schools of Tiruvarur District for the present study.

Tools used

- To test the hypotheses framed, the following tools has been used in the present study.
- i. *Spiritual intelligence scale*- constructed and standardized by Misra, K.S. (2014)
The scale consisted of 45 items, It is a five point Likert type response format was used. The five responses are, strongly agree, agree, undecided, disagree and strongly disagree. The responses are to be scored awarding 5,4,3,2, and 1
 - ii. *Family Climate Scale* - constructed and standardized by Shah, Beena (2006)
The scale consisted of 90 items. It is a three-point scale. The three responses are -, always, sometimes and never. For scoring of negative statements, there is 0 score for 'always', 1 score for sometimes, & 2 scores for 'never', but for scoring of positive statements 2,1,0 score is given for always, sometimes and never respectively
The validity and the reliability of the scale were re-established. The personal Information of the students is also collected.



Statistical techniques used

For analyzing the data, the researcher made use of the following major statistical techniques. (i) Mean (ii) Standard Deviation (iii) t-test (iv) F-test (ANOVA) (v) Karl Pearson Product moment co-efficient of Correlation.

Analysis and Interpretation of data

Table 1

Test for the level of Spiritual intelligence of higher secondary students

Variable	N	Mean	Standard Deviation
Spiritual intelligence	1160	197.2963	16.4246

From the above table 1, the mean value of Spiritual intelligence is found to be 197.2963, which lies between 192-207 and hence it is concluded that the level of Spiritual intelligence of higher secondary students is high and thus the hypothesis is not to be rejected.

Table 2

Test for the type of Family climate of higher secondary students

Variable	N	Mean	Standard Deviation
Family climate	1160	159.4431	18.2287

From the above table 2, the mean value of Family climate is found to be 159.4431, which is more than 50% and hence it is concluded that the type of Family climate of higher secondary students is favourable and thus the hypothesis is not to be rejected.

Table 3

Test of significance of difference in the mean score of Spiritual intelligence of higher Secondary students with respect to gender

Gender	N	Mean	Standard Deviation	df	't' value	Level of Significance
Female	365	199.4532	15.3425	1158	3.3811*	0.05
Male	795	196.1673	16.8723			

* - Significant at 0.05 level

The above table 3 indicates that the calculated 't' value (3.3811) is greater than the critical value of 1.96 at 0.05 level of significance and hence it is significant. Consequently the null hypothesis is to be rejected and it can be said that there is a significant difference in the mean score of Spiritual intelligence of higher secondary students with respect to gender. **It is also inferred that female students have high spiritual Intelligence than male students.**

Table 4

Test of significance of difference in the mean score of Spiritual intelligence of higher Secondary with respect to locality of the student

Locality of the student	N	Mean	Standard Deviation	df	't' value	Level of Significance
Rural	560	194.8690	17.2276	1158	4.7004*	0.05
Urban	600	199.4523	15.8931			

* - Significant at 0.05 level



The above table 4 indicates that the calculated ‘t’ value (4.7004) is greater than the critical value of 1.96 at 0.05 level of significance and hence it is significant. Consequently the null hypothesis is to be rejected and it can be said that there is a significant difference in the mean score of Spiritual intelligence of higher secondary students with respect to locality of the student. **It is also inferred that urban students have high spiritual Intelligence than rural students.**

Table 5

Test of significance of difference in the mean score of Spiritual intelligence of higher Secondary students with respect to type of school

Source of variance	Sum of squares	df	Mean squares	‘F’ Value	Level of significance
Between groups	2522.668	2	1261.334	1.8898	NS
Within groups	772246.361	1157	667.4558		

NS - Not Significant

The above table 5 indicates that the calculated ‘F’ value (1.8898) is less than critical value of 3.00 at 0.05 level of significance and hence it is not significant. Consequently the null hypothesis is not to be rejected and it can be said that there is no significant difference in the mean score of Spiritual intelligence of higher secondary students with respect to type of School.

Table 6

Test of significance of difference in the mean score of Family climate of higher Secondary students with respect to gender

Gender	N	Mean	Standard Deviation	df	‘t’ value	Level of Significance
Male	366	160.4512	14.6241	1158	1.8058	NS
Female	794	158.6766	17.4012			

NS - Not Significant

The above table 6 indicates that the calculated ‘t’ value (1.8058) is less than the critical value of 1.96 at 0.05 level of significance and hence it is not significant. Consequently the null hypothesis is not to be rejected and it can be said that there is no significant difference in the mean score of Family climate of higher secondary students with respect to gender.

Table 7

Test of significance of difference in the mean score of Family climate of higher secondary students with respect to locality of the student

Locality of the student	N	Mean	Standard Deviation	df	‘t’ value	Level of Significance
Rural	561	158.9768	19.4069	1158	0.7776	NS
Urban	599	159.8689	19.6553			

NS - Not Significant

The above table 7 indicates that the calculated ‘t’ value (0.7776) is less than the critical value of 1.96 at 0.05 level of significance and hence it is not significant. Consequently the null hypothesis is not to be rejected and it can be said that there is no significant



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difference in the mean score of Family climate of higher secondary students with respect to locality of the student.

Table 8

Test of significance of difference in the mean score of Family climate of higher Secondary students with respect to type of School

Source of variance	Sum of squares	df	Mean squares	'F' Value	Level of significance
Between groups	1864.134	2	932.067	2.3810	NS
Within groups	452926.168	1157	391.4660		

NS - Not Significant

The above table 8 indicates that the calculated 'F' value (2.3810) is less than the critical value of 3.00 at 0.05 level of significance and hence it is not significant. Consequently the null hypothesis is not to be rejected and it can be said that there is no significant difference in the mean score of Family climate of higher secondary students with respect to type of school.

Table 9

Test of relationship between Spiritual intelligence and Family climate of higher secondary students

Correlation			
		Family climate	Spiritual intelligence
Family climate	Pearson correlation	0.451	1
	Sig (2 tailed)		0.000
	Sum of squares and cross-products	435247.211	205161.280
	Covariance	371.359	167.831
	N	1160	1160
Spiritual intelligence	Pearson correlation	0.451	1
	Sig (2 tailed)	0.000	
	Sum of squares and cross-products	217362.274	454381.244
	Covariance	176.722	384.792
	N	1160	1160

***- Significant at 0.05 level**

The above table 9 indicates that the calculated 'r' value (0.451) is greater than the critical value of 0.062 at 0.05 level of significance and hence it is significant. Consequently the null hypothesis is to be rejected and it can be said that there is a moderate positive relationship between Spiritual intelligence and Family climate of higher secondary students.

Summary of findings of the study

The findings of the study are as follows:



1. The level of Spiritual intelligence of higher secondary students is high.
2. The type of Family climate of higher secondary students is favourable.
3. There is a significant difference in the mean score of Spiritual intelligence of higher secondary students with respect to gender and **female students have high spiritual Intelligence than male students.**
4. There is a significant difference in the mean score of Spiritual intelligence of higher secondary students with respect to locality of the student and **urban students have high spiritual Intelligence than rural students.**
5. There is no significant difference in the mean score of Spiritual intelligence of higher secondary students with respect to type of School.
6. There is no significant difference in the mean score of Family climate of higher secondary students with respect to gender.
7. There is no significant difference in the mean score of Family climate of higher secondary students with respect to locality of the student.
8. There is no significant difference in the mean score of Family climate of higher secondary students with respect to type of school.
9. There is a moderate positive relationship between Spiritual intelligence and Family climate of higher secondary students.

Educational implications of the study

The Educational implications of the study are as follows:

1. Parents should provide moral spiritual assistance to their children.
2. Teachers should instill spirituality by the means of curriculum and by adopting a pedagogy that is respectful to the values of all students.
3. Curriculum should be preplan in order to develop spiritual intelligence along with scientific tendency in the students.
4. Attention should be given to improve family climate which will help the students to have good spiritual intelligence.
5. Parents should try to create a healthy atmosphere in their homes. They should behave with their children sympathetically and affectionately, so that they feel secure.

Conclusion

The present study aimed to investigate the relationship of spiritual intelligence with family climate of higher secondary students. Spiritual intelligence is positively correlated with family climate of higher secondary students which shows that family climate has positive effect on spiritual intelligence.

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