SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

SPIRITUAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS IN SIAHA TOWN

C.H.Naomi[1], Dr. Donna Lalnunfeli[2], Lalbiakdiki, H.[3], Lalengmawii[4], Malsawmsanga[5]

M.Ed Student[1], Assistant Professor and Corresponding Author[2], Research scholar[3&4], M.Ed. Student[5]
Institute of Advanced Studies in Education, Aizawl, Mizoram.

ABSTRACT

The present study aims to determine the spiritual intelligence level of secondary school students in Siaha town. The research is a Descriptive Survey, and the Spiritual Intelligence Scale developed by Dr. K.S. Mishra and published by National Psychological Corporation was used for data collection. The sample consisted of 300 secondary school students in Siaha town with 150 male and 150 female students. The finding revealed that there is a significant difference between male and female secondary school students with respect to their spiritual intelligence. Comparison with regard to type of school management was also done and it was found that there is a significant difference between government and private secondary school students.

INTRODUCTION

Spiritual intelligence is a higher dimension of intelligence beyond the ego that has access to the mature qualities and advanced capabilities of the true self, in the form of wisdom, compassion, integrity, joy, love, creativity, and peace. Spiritual intelligence uncovers a deeper sense of meaning and purpose, and improves a wide range of important life skills and work skills. As an analysis of spiritual intelligence, the above equation means that SQ equals IQ and EQ magnified by the power of presence. Thus, spiritual intelligence results when intellectual and emotional intelligence are exercised in the state of presence. Although the experience of presence is unmistakable, nevertheless the nature of presence is often misunderstood.

Spiritual Intelligence is defined as the human capacity to ask questions about the ultimate meaning of life and the integrated relationship between us and the world in which we live. It results in an increase in psychological well-being of individuals as well as having a goal in their life. Spiritual Intelligence could also be described as self realization. One who chooses higher option over ego or worldly desire. It is the attainment or possession by someone to truly believe in himself and his values, what drives and motivates him; one who had deep rooted principles and philosophies which he preached. One who cherished and understands the importance and values of others regardless of our differences and focuses on helping other people. He sees a bigger picture in every situation and continuously searching for the meaning of life.

Nowadays, many parents in Mizoram have the liberty to send their children to different schools locally or abroad. The local academic institutions are under the same curriculum, be it Government or Private Institutions. So, practices of different schools are not alike depending on the influences and motivations even though they are under the same curriculum. It is likely that the more focus that an Academic Institutions, the more student's motivation is likely develop.

Spiritual intelligence is the ability to access higher meanings, values, abiding purposes and unconscious aspects of the self and to embed values and purposes in day to day living and more creative life. At the beginning of the twentieth century, psychologists discovered ways and means to measure intelligence that developed into an obsession with IQ. In the mid 1990's Daniel Goleman popularized research into emotional intelligence, pointing out that EQ is a basic requirement for the appropriate use of IQ. In this century, there is enough collective evidence from psychology, neurology, anthropology and cognitive science to show us that there is a third 'Q'-SQ also known as Spiritual intelligence. It has interfered with spirituality to help oneself in creating a balance amongst the various facets of their life. SQ is uniquely human and the most fundamental intelligence. SQ is what we use to develop our longing and capacity for meaning, vision and value. It allows us to dream and to strive. It underlies the things we believe in and the role actions that we take and the way we shape our lives. (Zohar, 2005). In the last few decades, spiritual intelligence has been accepted more and more as an important human functioning, which has a complex association to moral freedom and satisfaction towards the job. 'Spiritual' refers to deep feelings and beliefs as opposed to physical and material things. Any activities whether 9 physical, emotional or intuitional etc., that leads towards greater perfection, goodness and wholeness is spiritual. A religious person may be spiritual but a spiritual person is not necessarily religious. Without the physical sun, the world will be dark, cold and a dead place. Likewise, without the soul (the heart of the inner spiritual wisdom-the inner soul) the world is full of darkness in psychology in the form of ignorance, selfishness and separateness. Therefore, spiritual refers to the evolutionary process as it drives forward human beings to perfect wholeness. Spiritual values are qualified by ever-widening horizons, synthesis, growth and wholeness as well as greater vision, understanding and integration.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Spiritual Intelligence has a complex association to moral freedom and satisfaction towards the job, which is an integral part of both personal and professional development. It also fosters a sense of job satisfaction which influences the morale of the teacher and motivates them to perform better. Spiritual intelligence is the ability to know oneself, to know other people, to know the reality, to understand the desired objectives and the ability to choose the right techniques based on the circumstances.

Rationale

Every person alive is blessed with some form of Intelligence. One maybe presented with high IQ (Intelligent quotient) where they excel in solving problems, creativity and reasoning. They may also have high EIQ (Emotional Intelligence Quotient) where they are better in controlling their emotions and overcoming life's challenges. But some may develop SIQ (spiritual Intelligence Quotient) way faster than the others under certain conditions and experiences. So, the SI of students in different schools could be different in the way they are taught and directed.

The SI of students may also differ on the basis of gender or their age level.

The study is very important because adolescents today are introduced with tremendous technological development where they could access the world at the palm of their hands. The internet world has influence, in good or bad manner, youngsters in many ways during their growing up process. So, to adapt to all the developments and influenced that the world offers, they need to be guided and directed to the right path or else they will face lots of difficulties in life where they find no solution. So, the institution where they joined and their teachers had a huge responsibility in developing the SI of their students.

Student with high SIQ would be more positive in the way they think, learn and behave. They will be much more mature generally in their way of life and decision-making process. Students with high SIQ is likely to have a good relationship with his friends, in school and locality. This would mean that the student is happy which would help in his academic performance.

With the world we live in today, there are many ways one could be caught up in difficulties of life - the adolescent's area no exception. They may be burdened with their lesson, where, they may be troubled with bad performance and overload of work, family problems, financial, peers and individual problems and many others. So, to tackle and face all these problems, one must be equipped with high SI. Having bad relationship with his peer groups, teachers, parents, etc. could hinder his academic performance, well-being and mental health as well. Research conducted by French (2011), Ismail and Anwar (2011) found that individuals with high religious orientation tend to behave in a good manner when associating with others. To be free or tackle anxiety, depression and other mental health problems, one should have high SIQ.

In Mizoram, many lessons, disciplines and practices are being taught and carried out by schools towards maintaining and developing the SI of the students. Because of this, it is believed that that students in Mizoram have a high level of SI as a whole. Thus, it is hoped that the information generated in this study contribute to generate a new knowledge on what teachers and academic institutions should give importance when teaching and guiding their students to help them challenge the harsh reality of life and in creating a better, positive environment for the students. The findings are also expected to have implications on the awareness of the importance of Spiritual Intelligence among Secondary School students and to help them to become a more responsible human being.

LITERATURE REVIEW

Gupta (2012) investigated a study on the "Relationship between Spiritual Intelligence and Emotional intelligence with Self efficacy and Self-Regulation Among College Students." The findings revealed that spiritual intelligence and emotional intelligence were positively and significantly correlated with self-efficacy and self-regulation. The significant difference was found between male and female students of emotional intelligence, self-efficacy and self-regulation. It was also found that male students were better in spiritual intelligence and emotional intelligence as compared to female students.

Lallianvungi (2017) conducted a study to spiritual intelligence, teaching competency and job satisfaction of higher secondary school teachers in Mizoram. Results indicated that there was no significant difference in spiritual intelligence of higher secondary school teachers in Mizoram with special reference to type of management.

Poorrezagholi and Naveh (2022) investigated the Relationship between Religiosity and Spiritual Intelligence with Attachment among High School Students in Rafsanjan. The results indicated that the relationship between religiosity and secure, ambivalent/anxious, and avoidant attachment styles are positive and significant. Results also found that the relationship between the three attachment styles and dimensions of spiritual intelligence such as critical existential thinking, personal meaning expansion, transcendental awareness and conscious state expansion is positive and significant.

RESEARCH QUESTIONS

1.What is the level of spiritual intelligence of secondary school students in Siaha town?

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

2. Is there any difference in the level of Spiritual Intelligence among secondary school students in Siaha town with respect to their gender?
3. Is there any difference in the level of Spiritual Intelligence among secondary school student with respect to their type of school management?

RESEARCH OBJECTIVES

1. To find out the level of spiritual intelligence of secondary school students in Siaha town.
2. To compare the level of spiritual intelligence between male and female secondary school students in Siaha town.
3. To compare the level of spiritual intelligence among secondary school students with respect to type of school management.

HYPOTHESES OF THE STUDY

To fulfil the research objectives, the researchers have formulated the following hypotheses:

1. There is no significant difference in the level of spiritual intelligence between male and female secondary school students in Siaha town.
2. There is no significant difference in the level of spiritual intelligence between government and private secondary school students in Siaha town.
3. There is no significant difference in the level of spiritual intelligence between government and deficit secondary school students in Siaha town.
4. There is no significant difference in the level of spiritual intelligence between private and deficit secondary school students in Siaha town.

RESEARCH DESIGN

The present study aims to determine the spiritual intelligence of secondary school students in Siaha town keeping in view the nature of research and type of data. Therefore, the Descriptive Survey Research Method is employed.

Population of the Study

The population of the present study comprises all secondary school students in Siaha town.

Table 1
Population of the study

Sl. No.	Type of School	No. of female students	No. of male students	Total
1	Government	60	74	134
2	Private	319	350	669
3	Deficit	50	64	114
	Total			**917**

Sample of the Study

In the present study, a sample of 300 students from secondary school students in Siaha town were taken as sample by using Stratified Random Sampling Method. A total of 10 schools are visited to collect the data in Siaha town area. Out of 10 schools, 2 schools are from government school, 3 schools are from deficit school and 5 schools are from private managed secondary schools.

Table 2
Sample of the study

Sl. No.	Type of School	No. of female students	No. of male students	Total
1	Government	30	30	60
2	Private	75	75	150
3	Deficit	45	45	90
	Total			**300**

Tool Used

For the present study, the investigators used Spiritual Intelligence Scale developed by Dr. K.S. Mishra, Professor, Department of Education, University of Allahabad, Allahabad (UP). It was published by National Psychological Corporation. The scale has 42 statements with dimensions - spiritual understanding, belief, efforts, outlook and reasoning.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Findings of the study

1. Findings in relation to objective No. 1 i.e., To find out the level of spiritual intelligence of secondary school students in Siaha town.

The score obtained from the students Spiritual Intelligence scale were analysed and interpreted in order to find out the overall Spiritual Intelligence level of the students and the findings were presented in the following table.

Table 3
Overall level of spiritual intelligence

Level of Spiritual Intelligence	No. of Students	Percentage
Extremely Low	17	5.66%
Low	51	17%
Below Average	147	49%
Average	51	17%
Above Average	37	12.33%
High	1	0.33%
Extremely High	2	0.66%
TOTAL	**300**	**100%**

Figure 1
Overall spiritual intelligence among secondary school students in Siaha town

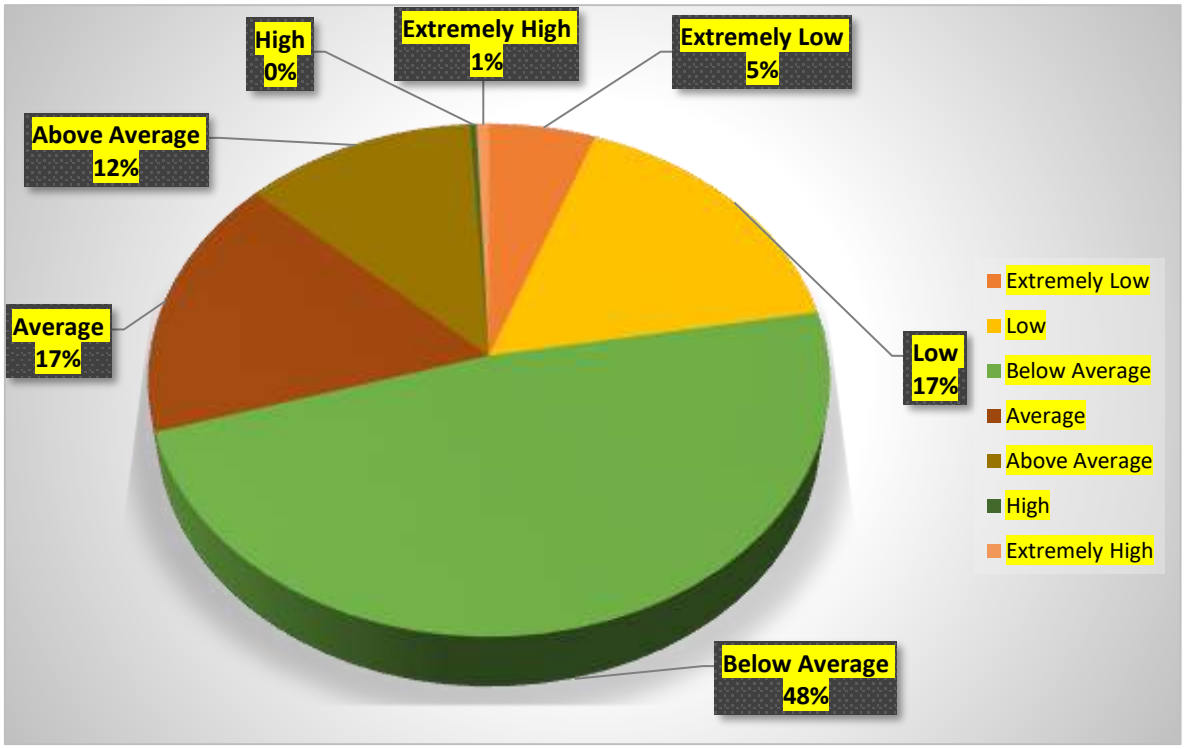


Table 3 and Figure 1 revealed that out of 300 secondary school students, 17 (5.66%) students have extremely low, 51 (17%) students have low spiritual intelligence, 147 (49%) students have below average, 51 (17%) have average, 37 (12.33%) have above average, 1 (0.33%) have high and 2 (0.66%) have extremely high. Therefore, the highest percent of respondents are found below average level of spiritual which is followed by respondents with average, low, above average, extremely low, extremely high and high level of spiritual intelligence respectively.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

2. Findings in relation to objective No. 2 i.e., To compare the level of spiritual intelligence between male and female secondary school students in Siaha town.

In order to find out the spiritual level of male and female secondary school students, the score obtained from the student's intelligence scale were analysed and interpreted in accordance with the norms provided in the manual and the findings are presented in the following table.

Table 4

Level of Spiritual intelligence between Male and Female of Secondary Secondary School Students

	Male		Female	
Level of Spiritual Intelligence	**No. of Students**	**Percentage %**	**No. of Students**	**Percentage %**
Extremely Low	7	4.67%	10	6.67%
Low	25	16.67%	20	13.33%
Below Average	85	56.66%	62	41.33%
Average	22	14.67%	29	19.33%
Above Average	10	6.67%	28	18.67%
High	1	0.67%	0	0%
Extremely High	0	0%	1	0.67%

Figure 2

Level of spiritual intelligence between male and female secondary school students in Siaha town

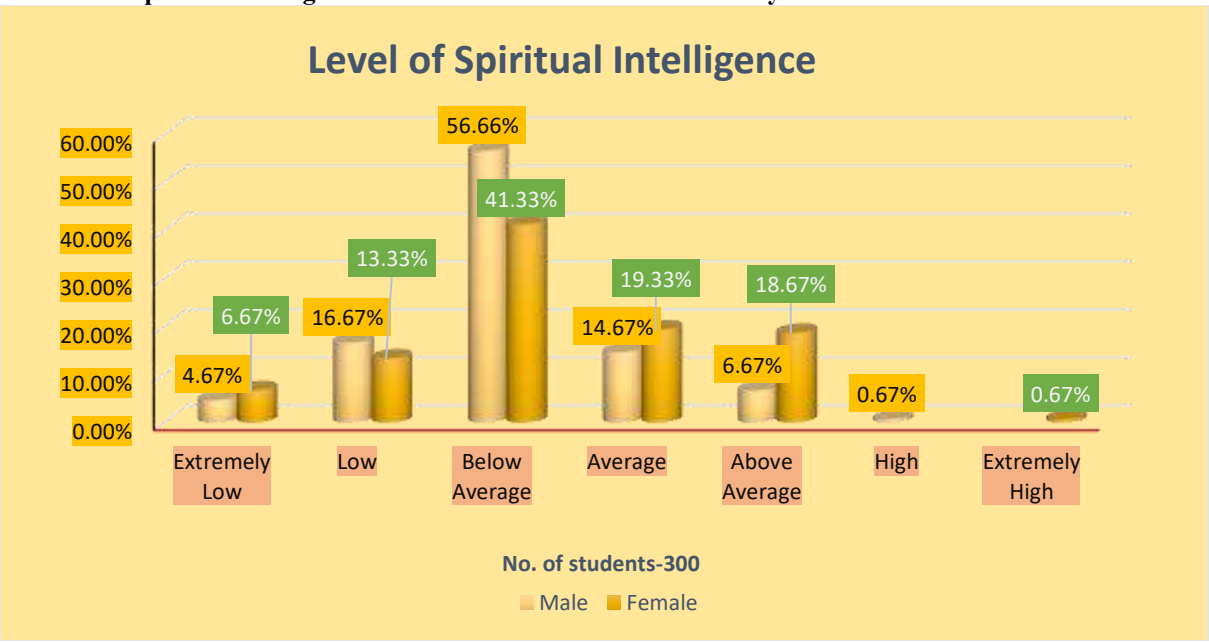


Table 4 and Figure 2 indicates that out of 300 students, 150 are male and 150 are female. Among male students, 4.67% are possess extremely low, 16.67% are possess low spiritual intelligence, 56.66% are possess below average, 14.67% are possess average, 6.67% are possess above average and 0.67% are possess high of level of spiritual level. Among female students, 6.67% are seen to have extremely low, 13.33% are possess low, 41.33% are possess below average, 19.33% are possess average, 18.67% are possess above average and 0.67% posses' high level of spiritual intelligence.

Table 5

Comparison on the level of spiritual intelligence between male and female secondary school students in Siaha town

Gender	**No. of Students**	**Mean**	**SD**	**SED**	**t-value**	**df**	**Level of Significance**
Male	150	150.71	17.05	2.19	2.98	298	Significant at 0.05 level
Female	150	157.24	20.66				

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Table 5 showed that the mean scores and SD scores between male and female students are 150.71, 157.24 respectively and their SD scores are 17.05 and 20.66 respectively. The calculated 't' value was 2.98 which was greater than the critical value at the required level of significant i.e., at 0.05 level of significant.

Hence, the null hypothesis which states that "There is no significant difference in spiritual intelligence between male and female of secondary students in Siaha town" is rejected.

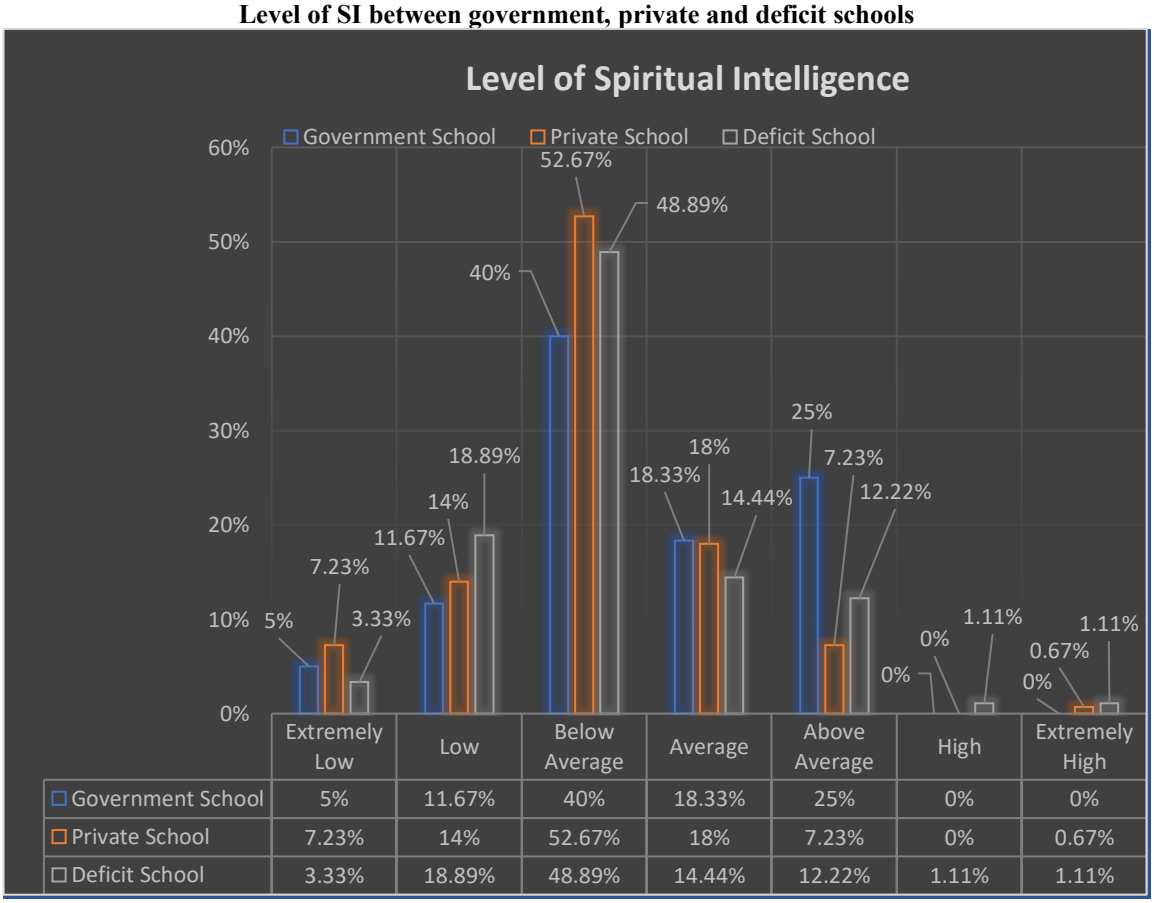
Therefore, there is a significant difference in spiritual intelligence between male and female secondary students in Siaha town.

3. Findings in relation to objective No. 3 i.e., To compare the level of spiritual intelligence among secondary school students with respect to type of school management

Table 6
Level of spiritual intelligence of students of Government, Private and Deficit school students in Siaha town

Level of Spiritual Intelligence	N=300		
	Government	Private	Deficit
Extremely Low	5%	7.23%	3.33%
Low	11.67%	14%	18.89%
Below Average	40%	52.67%	48.89%
Average	18.33%	18%	14.44%
Above Average	25%	7.23%	12.22%
High	0%	0%	1.11%
Extremely High	0%	0.67%	1.11%

Figure 3
Level of SI between government, private and deficit schools



SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Table 6 and Figure 3 shows that out of 300 students, 60 are government, 90 are deficit and 150 are private secondary school students. Out of government secondary school students, 5%are seen to have extremely low, 11.67% are possess low, 40% are possess below average, 18.33% are possess average, 25% are possess above average of level of spiritual intelligence.

Out of private secondary school students, 7.23% are possess extremely low, 14% are possess low, 52.67% are possess below average, 18% are possess average, 7.23% are possess above average and 0.67% are possess extremely high level of spiritual intelligence. It can be seen that only 0.67% of private secondary school students have possessing of extremely high level of spiritual intelligence.

Out of deficit secondary school students, 3.33% are possess extremely low, 18.89%% are possess low, 48.89%% are possess below average, 14.44% are possess average, 14.44%% are possess above average and 12.22% are possess extremely high level of spiritual intelligence. It can be seen that only 1.11% having high and 1.11% having Extremely high level of spiritual intelligence.

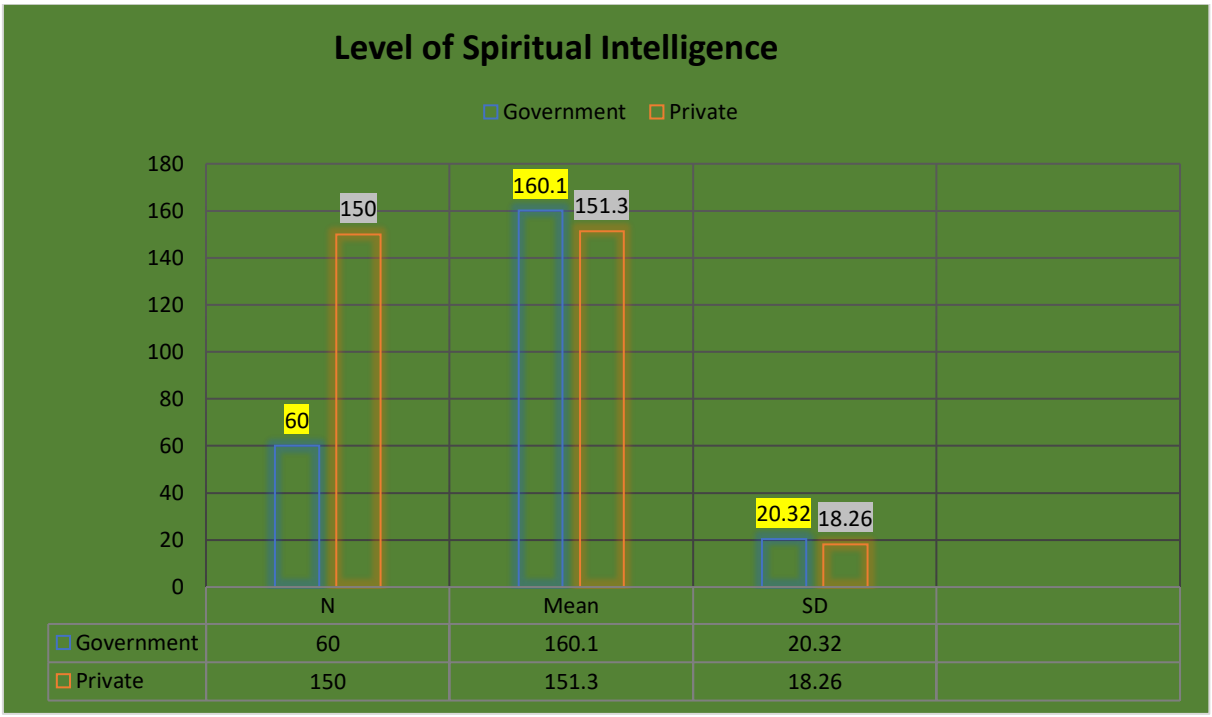
Government secondary school students have more above average number of students possessing spiritual intelligence than private and deficit secondary school students, more possessing average than private and deficit secondary school students. Private secondary school students also possess much greater percentage on below average and extremely low level of spiritual intelligence. Deficit secondary school students have more posse's percentage on low level of spiritual intelligence.

Hypothesis No 2. "*There is no significant difference in the level of Spiritual Intelligence between Government and Private Secondary school students.*"
The level of spiritual intelligence was compared between government and private secondary school students. The comparison is done by calculating the mean and standard deviation of both male and female secondary school students. The mean difference between the two groups is calculated by using t-test.

Table 7
Comparison on the level of spiritual intelligence between government and private secondary school students in Siaha Town

Types of School	No. of Students	Mean	SD	SED	t-value	df	Level of Significance
Government	60	160.1	20.32	3.02	2.91	208	Significant
Private	150	151.3	18.26				

Figure 4
Bar Diagram illustrating the mean and SD on the level of spiritual intelligence between government and private secondary school students in Siaha town



SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

Table 7 and Figure 4 showed the comparison between government and private secondary school students in their level of spiritual intelligence. The mean score of government secondary school is 160.1 with standard deviation 20.32 while the mean and standard deviation of private secondary school students is 151.3 and 18.26 respectively. The calculated value of 't' is 2.91 which is smaller than the critical value of 't' at 0.01 and 0.05 level of significance.

Hence the null hypothesis which state that, "There is no significant difference in spiritual intelligence between government and private secondary school students in Siaha town" is rejected. Therefore, it can be concluded that there is a significant difference in spiritual intelligence between government and private secondary school students in Siaha town.

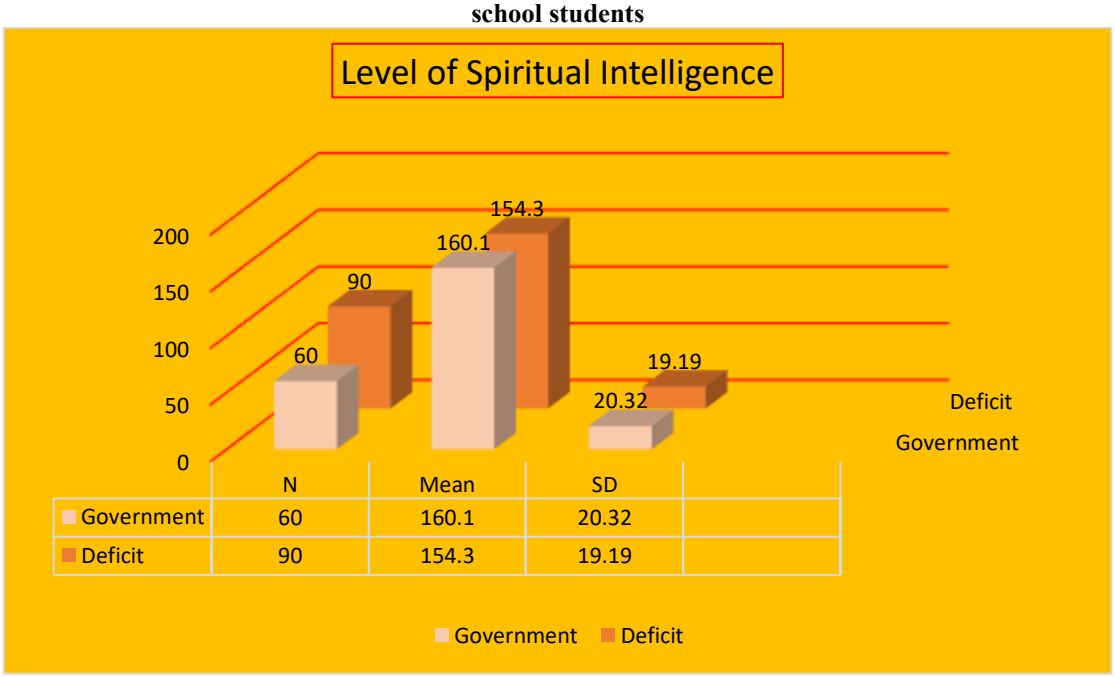
Hypothesis No 3. *There is no significant difference in the level of Spiritual Intelligence between Government and Deficit Secondary school students in Siaha Town.*

The level of spiritual intelligence was compared between government and deficit secondary school students. The comparison is done by calculating the mean and standard deviation of both male and female secondary school students. The mean difference between the two groups is calculated by using t-test.

Table 8
Comparison on the level of spiritual intelligence between government and deficit secondary school students in Siaha town

Type of school	No. of Students	Mean	SD	SED	t-value	df	Level of Significance
Government	60	160.1	20.32	3.31	1.75	148	Not Significant
Deficit	90	154.3	19.19				

Figure 5
Bar Diagram illustrating the mean and SD on the level of spiritual intelligence between private and deficit secondary school students



The mean scores were calculated and compared on the sample of 60 government and 90 deficit secondary school students.
Table 8 and Figure 4 showed the comparison between government and deficit secondary school students in their level of internet usage. It is revealed that of the total sample 150, there are 60 government and 90 deficit secondary school students.

The mean score for Government secondary school students is 160.1 with standard deviation 20.32. On the other hand, the mean and standard deviation for Deficit secondary school students is 154.3 and 19.18 respectively. The calculated value of 't' is 1.75 which is smaller than the critical value of 't' at 0.01 and 0.05 level.

Hence, the null hypothesis which states that, there is no significant difference in the level of spiritual intelligence between government and deficit secondary school students in Siaha town, is accepted.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

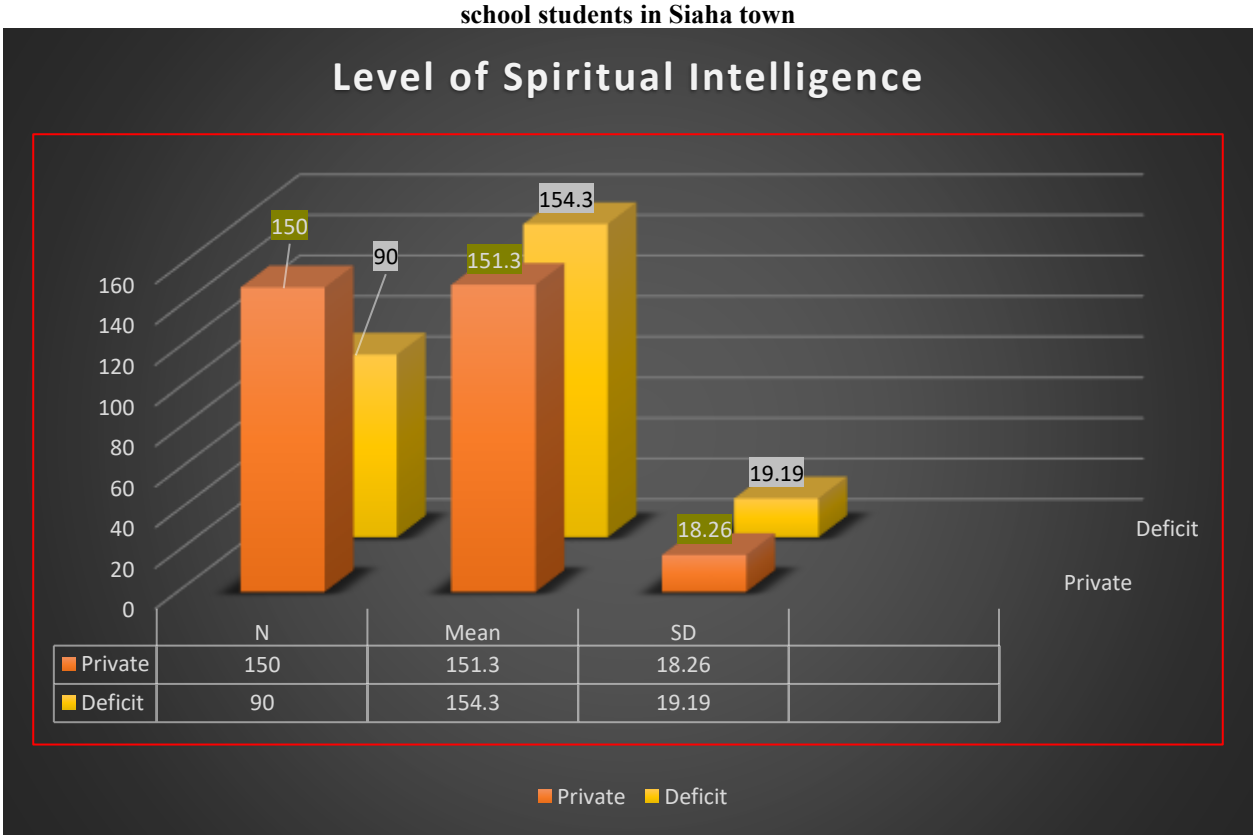
Hypothesis No 4. *There is no significant difference in the level of Spiritual Intelligence between Private and Deficit Secondary school students in Siaha Town.*

The level of spiritual intelligence was compared between private and deficit secondary school students. The comparison is done by calculating the mean and standard deviation of both male and female secondary school students. The mean difference between the two groups is calculated by using t-test.

Table 9
Comparison on the level of spiritual intelligence between private and deficit secondary school students in Siaha town

Type of school	No. of Students	Mean	SD	SED	t-value	df	Level of Significance
Private	150	151.3	18.26	2.51	1.93	238	Not Significant
Deficit	90	154.3	19.19				

Figure 6
Bar Diagram illustrating the mean and SD on the level of spiritual intelligence between private and deficit secondary school students in Siaha town



The mean scores were calculated and compared on the sample of 150 private and 90 deficit secondary school students.
Table 9 and Figure 6 showed the comparison between government and deficit secondary school students in their level of internet usage. It is revealed that of the total sample of 240, there are 150 private and 90 deficit secondary school students.

The mean score for private secondary school students is 151.3 with standard deviation 18.26. On the other hand, the mean and standard deviation for deficit secondary school students is 154.3 and 19.18 respectively. The calculated value of 't' is 1.93 which is smaller than the critical value of 't' at 0.01 and 0.05 level.

Hence, the null hypothesis which states that, there is no significant difference in the level of spiritual intelligence between private and deficit secondary school students in Siaha town, is accepted.

SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

MAJOR FINDINGS

The following are the major findings of the present study.

I. Overall Spiritual Intelligence level of secondary school students in Siaha Town.

1) 48.33% of secondary students have below average and 17% of the students have average spiritual intelligence.
2) 15% of the students fall under category have low level and 12.33% of the students have above average spiritual intelligence.
3) 5.67% of the students have extremely low, 0.67% of students have extremely low and 0.33% of students have high level of spiritual intelligence.

II. Comparison in the spiritual intelligence level between male and female secondary school students in Siaha town.

i. There is a significant difference in spiritual intelligence between male and female of secondary students in Siaha town.
ii. The mean score of female students is slightly higher than the male students.

III. Comparison in the Spiritual level between Government and Private secondary school students.

i. There is a significant difference in Spiritual Intelligence between Government and Private secondary school students.
ii. The mean score of Government students is slightly higher than Private secondary school students.

IV. Comparison in the Spiritual level of Government and Deficit secondary school students.

i. There is no significant difference in Spiritual Intelligence between Government and Deficit secondary school students.
ii. The mean score of Government students is higher than Deficit secondary school students.

V. Comparison in the Spiritual level of Private and Deficit secondary school students.

i. There is no significant difference in Spiritual Intelligence between Private and Deficit secondary school students.
ii. The mean score of Private students is slightly less than Deficit secondary school students.

CONCLUSION

Spiritual Intelligence is a crucial part of human being as it enhances and develops an individual towards being kind to other human being, grabbing a correct value for progress and instilling an overall moral value to a person.The present study is important as students are the future of our country and guiding them, raising them in the right path is the rightful duty of every educational institution.

From the study we can know that the approaches and practices by a school instil high religious consciousness where students are usually equipped or are being help to achieve a bight of Spiritual Intelligence.

Students at secondary stage in their critical stage of development. It is important to teach and guide students what is right from wrong, what is ethical and what values to hold in growing up which all add up to what kind of a person they will be when they are an adult.

The study shows that the Spiritual Intelligence of all the secondary school student is below average. This implies that there must be a shift or new practices be imposed in secondary school of Siaha Town. As a religious country and a religious states, religious practices and approaches, religious routes and by an Institution can create a sense of kindness, self-esteem and positive relationship towards another which improve our overall attitude and a person.

REFERENCES

1. *Mishra, K. (n.d) Spiritual Intelligence scaled, National Psychological Corporation.*
2. *Zohar, D., (nd). Spiritual Intelligence: A New Paradigm for Collaborative Action https://thesystemsthinker.com/spiritual-intelligence-a-new-paradigm-for-collaborative-action/*
3. *Lallianvungi (2017). A Study of Spiritual Intelligence, Teaching Competency and Job Satisfaction of Higher Secondary School Teachers in Mizoram'. http://mzuir.inflibnet.ac.in/handle/123456789/1129*
4. *Gupta, G. (2012). Spiritual intelligence and emotional intelligence in relation to self-efficacy and self-regulation among college students. International journal of social sciences and interdisciplinary research. Vol.1(2), http://indianresearchjournals.com/pdf/IJSSIR/2012/February/IJS-7.pdf*
5. *Poorrezagholi, M. & Salimi, A., (2022). Investigating the Relationship between Religiosity and Spiritual Intelligence with Attachment among High School Students in Rafsanjan. Journal of Positive School Psychology, Vol. 6, No. 7, 1-16. https://www.journalppw.com/index.php/jpsp/article/download/9455/6144/10915*