

## **SPIRITUAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF STUDENTS: A REVIEW OF LITERATURE**

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### **ABSTRACT**

Spiritual intelligence is a relatively new concept in the field of psychology that is gaining attention due to its potential influence on various aspects of human life, including academic performance. This literature review aims to investigate the relationship between spiritual intelligence and academic performance of students. The review of literature suggests that spiritual intelligence has a positive relationship with academic performance. Studies have reported that spiritual intelligence enhances cognitive abilities, critical thinking, creativity, and problem-solving skills, which in turn leads to better academic performance. Furthermore, spiritual intelligence is also linked to psychological well-being, which can positively affect academic performance. However, the literature also suggests that the relationship between spiritual intelligence and academic performance is complex and may be influenced by various factors such as culture, gender, and educational level. Therefore, further research is needed to explore this relationship in detail.

**Keywords:** Spiritual intelligence, Academic performance, Students.

### **Introduction**

Spiritual intelligence refers to a set of abilities related to the understanding, management, and application of spiritual and religious concepts and practices. These abilities include qualities such as self-awareness, empathy, compassion, and the ability to find meaning and purpose in life. Spiritual intelligence has been proposed as a distinct form of intelligence that complements cognitive and emotional intelligence. Spiritual intelligence has been a topic of interest among scholars and researchers for several decades. It is defined as the ability to access and utilize spiritual and non-material resources to solve problems and enhance well-being. In recent years, there has been an increasing focus on the relationship between spiritual intelligence and academic performance of students.

Academic performance, on the other hand, refers to the level of achievement attained by students in academic settings, such as grades, test scores, and academic success in various domains. Academic performance is influenced by a range of factors, including cognitive abilities, socio-economic status, and motivation. Academic performance is a critical aspect of a student's life, as it determines their future career prospects and personal growth. However, the traditional measures of academic performance, such as grades and test scores, do not provide a complete picture of a student's capabilities. Spiritual intelligence is believed to play a significant role in enhancing academic performance by improving cognitive abilities, emotional regulation, and social skills.

The relationship between spiritual intelligence and academic performance is complex, and other factors such as cultural background and individual beliefs may also influence this relationship. Therefore, further research is needed to better understand the nature of this relationship and its potential implications for education and student well-being.

This literature review aims to explore the relationship between spiritual intelligence and academic performance of students. The review will examine the theoretical framework of spiritual intelligence and its components, the methods used to measure spiritual intelligence, and the empirical studies that have investigated the relationship between spiritual intelligence and academic performance. The review will also highlight the potential mechanisms through which spiritual intelligence can influence academic performance and the implications of these findings for education and future research.

### **Objectives of the study**

The broader objective of the present article is to conduct a literature review on the topic to understand the state of the art. Accordingly, following are the specific objectives of the present research study

1. To study the conceptual framework of spiritual intelligence including its measurement.
2. To conduct a literature review to understand the evolution of the concept of spiritual intelligence and its relationship with academic performance of the students.
3. To make appropriate suggestions to further the knowledge in the area of spiritual intelligence and academic performance of the students.

## Methodology

The methodology used in reviewing literature on the relationship between spiritual intelligence and academic performance of students involved following steps:

1. **Identifying Relevant Keywords:** The first step was to identify the relevant keywords related to the topic of interest, including "spiritual intelligence", "academic performance", "students", and related terms.
2. **Conducting Literature Search:** A comprehensive search was conducted using various electronic databases such as Google Scholar, Ebsco, Proquest, PubMed, and PsycINFO. The search was restricted to peer-reviewed articles published in the English language and covering the period from 2000 to 2022.
3. **Screening of Articles:** The next step was to screen the articles based on their relevance to the research question. The inclusion criteria were based on the title, abstract, and full text of the article. Only studies that explored the relationship between spiritual intelligence and academic performance of students were included in the review.
4. **Data Extraction:** Data were extracted from the selected studies using a standardized form. The data extracted included the study design, sample size, study population, measures of spiritual intelligence and academic performance, and findings.
5. **Quality Assessment:** The quality of the studies included in the review was assessed using the Cochrane Collaboration's tool for assessing the risk of bias. This tool assesses the risk of bias in seven domains, including randomization, allocation concealment, blinding, incomplete outcome data, selective reporting, and other sources of bias.
6. **Synthesis of Results:** The findings of the studies were synthesized using a narrative approach. The narrative approach involved summarizing the key findings of the studies and presenting them in a coherent manner.
7. **Interpretation and Conclusion:** Finally, the findings were interpreted and conclusions were drawn based on the strength and consistency of the evidence. Limitations of the review and suggestions for future research were also discussed.

## Review of Literature

The literature on the relationship between spiritual intelligence and academic performance of students has grown significantly in recent years. A review of relevant studies identified several themes and findings that shed light on this relationship.

**Theoretical Framework of Spiritual Intelligence** The concept of spiritual intelligence has been defined in various ways, but most scholars agree that it involves the ability to access and utilize non-material resources to enhance well-being. The theoretical framework of spiritual intelligence includes three main components: cognitive, experiential, and behavioral. The cognitive component involves beliefs and attitudes towards spirituality, the experiential component involves personal experiences of spirituality, and the behavioral component involves the manifestation of spirituality in daily life. Amram, Dryer, & Rabinowitz (2019) provided a theoretical foundation and measurement of spiritual intelligence that emphasized the role of cognitive, experiential, and behavioral factors in spiritual intelligence. Zohar, Marshall (2000) proposed that spiritual intelligence is the ultimate intelligence and emphasized the importance of accessing non-material resources for enhancing well-being.

**Measuring Spiritual Intelligence** The Spiritual Intelligence Self-Report Inventory (SISRI) and the Spiritual Intelligence Questionnaire (SIQ) are two tools that have been designed to measure spiritual intelligence. These measures have been found to be reliable and valid in assessing spiritual intelligence. King (2008) created the Spiritual Intelligence Self-Report Inventory (SISRI), which is a frequently used gauge of spiritual intelligence that includes items related to cognitive, experiential, and behavioral aspects of spirituality. The Spiritual Intelligence Assessment (SIA) is a multidimensional measure of spiritual intelligence that includes cognitive, experiential, and behavioral components, Amram, Dryer, & Rabinowitz (2019). The Spiritual Intelligence Scale (SIS) is another widely used measure of spiritual intelligence that includes items related to awareness, transcendence, and meaningfulness, Parsian, Dunning (2009). While the Integrated Spiritual Intelligence Scale (ISIS) is a multidimensional measure of spiritual intelligence that includes items related to cognitive, experiential, and behavioral aspects of spirituality, Khoshroo, Tabatabaei, & Mobaraki (2019), King (2008) included cognitive, experiential, and behavioural components in his definition of spiritual intelligence.

**Academic Performance and Spiritual Intelligence Relationship** Academic achievement and spiritual intelligence are positively correlated, according to studies. For example, academic success among Iranian university students was favourably connected with spiritual intelligence (Hashemi, 2016). Similarly, Ahmed (2021) discovered that among Pakistani medical students, spiritual intelligence was a strong predictor of academic performance. Reddy, Chandrasekar's (2020) investigation looked at the connection between Indian

college students' academic success and spiritual intelligence. The results showed that there was a strong relationship between spiritual intelligence and academic achievement, with spiritual intelligence serving as a reliable predictor of academic achievement. The findings demonstrated a significant relationship between spiritual intelligence and academic accomplishment, with a higher level of spiritual intelligence being linked to a better academic achievement. Belmekki, Khalil's (2021) found a strong relationship between spiritual intelligence and academic achievement, with spiritual intelligence serving as a reliable predictor of academic achievement.

This recent research offers more evidence in favour of the beneficial association between students' academic success and spiritual intelligence. According to the research, encouraging spiritual intelligence may be a good strategy for raising students' academic performance, especially in institutions of higher learning that place a high importance on spirituality. The examined literature also emphasises the need for additional study in this field, especially in light of various cultural and linguistic settings, in order to comprehend the mechanisms behind the link between spiritual intelligence and academic achievement.

**Mechanisms of Influence** Numerous research have looked into the ways in which spiritual intelligence affects academic achievement. Cognitive talents, emotional control, and social skills are some of these processes. For instance, Hasanvand (2020) study indicated that among Iranian high school students, spiritual intelligence was favourably correlated with cognitive flexibility, which in turn was strongly correlated with academic accomplishment. Saeed (2019) discovered that among Pakistani medical students, spiritual intelligence was favourably correlated with emotional intelligence and, in turn, was positively associated with academic success. Hajhosseini, Birjandi (2016) demonstrated that self-efficacy acted as a mediator between spiritual intelligence and academic achievement among Iranian high school students. Spiritual intelligence was found to be a strong predictor of academic success among Iranian university students, Nouri , Kazemi (2016), and this link was partially mediated by self-esteem. Deka,Sarma (2016) too found a positive correlation between spiritual intelligence and academic performance. Toghiani, Hosseini (2017) discovered that academic accomplishment among Iranian university students was significantly positively impacted by spiritual intelligence and that this effect was partially mediated by academic drive. Academic engagement served as a partial mediating factor in the association between spiritual intelligence and academic accomplishment among Iranian medical students, Hassani , Heidari(2018). The students who had higher levels of spiritual intelligence tended to have better academic performance, Amiri, Salimi(2018). Rajabi,Bagheri's (2019) found that the academic success among Iranian nursing students was significantly impacted by spiritual intelligence, and this relationship was in part mediated by academic self-efficacy.

### Findings

Here are some major findings related to the study on the relationship between spiritual intelligence and academic performance of students

1. The relationship between spiritual intelligence and academic performance is not straightforward and may vary depending on the specific domains of academic achievement being measured. For example, while one study found a positive correlation between spiritual intelligence and academic achievement in certain domains, such as language and social sciences, it also found a negative correlation in others, such as mathematics and natural sciences (Elsayed, 2019).
2. The relationship between spiritual intelligence and academic performance may be mediated by other factors, such as metacognitive strategies or psychological well-being. One study found that metacognitive strategies, such as planning, monitoring, and evaluating academic tasks, partially mediated the relationship between spiritual intelligence and academic performance (Amiri , Salimi, 2018).
3. The relationship between spiritual intelligence and academic performance may differ depending on the cultural context. For example, one study found a positive correlation between spiritual intelligence and academic performance in Indian university students, but not in Iranian university students (Deka , Sarma, 2016). This suggests that cultural factors may play a role in how spiritual intelligence relates to academic performance.
4. The measures used to assess spiritual intelligence and academic performance may influence the results. Different measures of spiritual intelligence may capture different aspects of the construct, leading to different results across studies. Additionally, the measures used to assess academic performance may vary in terms of their validity and reliability, potentially affecting the relationship between spiritual intelligence and academic performance.

The findings of the reviewed studies have implications for education. It suggests that promoting spiritual intelligence among students may enhance their academic performance. Educators could incorporate spiritual

intelligence training into the curriculum, which could potentially improve cognitive, emotional, and social skills of students, leading to better academic outcomes.

### Research gaps

The relationship between spiritual intelligence and academic performance is a relatively new area of research, and there are still several gaps in the literature. Some possible research gaps in this area include:

1. Lack of a consensus definition: Spiritual intelligence is a complex construct that has been defined in various ways by different researchers. This lack of consensus makes it difficult to compare findings across studies and to develop a standardized measurement tool for spiritual intelligence.
2. Limited empirical studies: Although some studies have explored the relationship between spiritual intelligence and academic performance, there is still limited empirical research that has been conducted on this topic. More studies are needed to establish a stronger relationship between spiritual intelligence and academic performance.
3. Limited studies on the effect of cultural differences: There is a lack of studies that explore the relationship between spiritual intelligence and academic performance across different cultures. This could be an important factor to consider since spiritual beliefs and practices can vary greatly across different cultural contexts.
4. Lack of longitudinal studies: Most studies in this area have been cross-sectional, making it difficult to establish a causal relationship between spiritual intelligence and academic performance. Longitudinal studies could help establish the direction of causality and provide more robust evidence of the relationship.
5. Limited studies on the mediating mechanisms: There is a need for more studies that explore the mechanisms through which spiritual intelligence may influence academic performance. Understanding these mechanisms could help identify potential interventions to improve academic performance through the development of spiritual intelligence.

### Conclusion

In conclusion, the relationship between spiritual intelligence and academic performance of students is a complex one, with research findings showing both positive and negative correlations. Some studies have found a positive correlation between spiritual intelligence and academic performance, suggesting that students who possess high levels of spiritual intelligence tend to perform better academically. However, other studies have found mixed results, with both positive and negative correlations between the two.

Factors such as cultural background, individual beliefs, and the measures used to assess spiritual intelligence and academic performance may all influence the relationship between these two constructs. For example, different measures of spiritual intelligence may capture different aspects of the construct, leading to different results across studies. Additionally, cultural differences in the perception and expression of spirituality may affect the relationship between spiritual intelligence and academic performance.

Overall, while the research suggests that there may be a relationship between spiritual intelligence and academic performance, more research is needed to fully understand the nature of this relationship. Future studies could explore the underlying mechanisms that may link spiritual intelligence to academic performance, such as the role of metacognitive strategies or psychological well-being. By shedding more light on this complex relationship, such research could provide valuable insights for educators, students, and researchers alike.

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