



Peer pressure in relation to spiritual intelligence of senior secondary school students

Suresh Singh Mehta

Research Scholar, (DBHPS, Institute of National Importance, Tamil Nadu, India

Abstract

“Spiritual Intelligence is the nature of goodness, which factually knows the propriety of things as well as the impropriety of things, duty and non-duty, humility and sacrifice, fear and fearlessness, bondage and liberation.”

Chap 18.v.30.

Srimad Bhagvad Gita

Education is a continuous process, which aims to prepare a person to play his role as an enlightened member of the society. In other words, it means all round development of the personality of a person. The Government of India also take steps for the all-round development of its nation through Education Commissions, National Policy on Education 1968 and 'National Policy on Education' 1986. India is one of the largest systems of higher Education in the world. Since independence, it has enormously expanded in terms of Quality and diversity of knowledge. Spiritual intelligence had a significant influence on the quality of life and it goes without saying that adolescence is a sensitive period which requires specific training to make a brighter future and be exposed to the difficulties. Spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. One reason for this is that much of the research conducted did not study the two groups simultaneously, and where this was done, there appeared to be discrepancies in the results. Another reason which makes it difficult to provide clear cut answers is the complex nature of the underlying relationship between peers pressure and spiritual development.

Keywords: Spiritual Intelligence, Peer pressure

1. Introduction

1.1 Spiritual Intelligence

Spiritual Intelligence is to think, act and interact form acquire of self as spirit neither form soul nor body. Most of us are taught to believe we are our physical forms, and so we identify with our body or the labels we give to our bodies such as nationality, race, gender, profession etc. this wrong sense of self is what creates all fear, anger and sadness in life. From a spiritual point of view these emotions are always the result of misidentification, which then blocks access to your true spiritual nature peace, love and joy.

The English word 'spirit' (from the Latin word, spirits which means 'breath') has many differing meanings and connotations, all of them relating to a non physical substance; contrasted with the material body. The spirit of a human being is the animating, sensitive or vital principle in the individual, (soul or aatma) taken to be the seat of the mental, intellectual, and emotional powers. Spirituality is the belief in ultimate goodness and righteousness. Danesh (1997) in his book "the psychology of spirituality" opines that the ultimate human reality is spiritual. Spirituality is highly individual and intensely personal. It is the basic belief that there is a 'supreme power' a being, a force, whatever we call it, that governs the entire universe. There is a purpose for everything happens in everyone's life. It is inextricably connected with caring, hope, kindness, love and optimism. Spirituality gives one the power and the will to persist in the face of seemingly hopeless and

insurmountable odds. It provides the strength to carry on the good fight for righteous cause. It provides an abiding sense of hope and optimism in hopeless situation. Personal integrity while facing distress and complex situation is an indication of spirituality. So spirituality is a type of anchoring into the domains of the almighty in the complex chaotic worldly voyage. This recognizes the interconnectedness of human soul to the supreme soul. Both the emotional and spiritual aspects of a person can be nurtured through education.

Spiritual Intelligence in Srimad Bhagwat Geeta

'Buddhi-yukto jahatiha ubhe sukta-duskrte Tasmad yogaya yogah karmasu kaisalam'.¹ Chapter 2 (Verse 50)

Means: One endowed with spiritual intelligence can get rid of both positive and negative reactions in this very life; therefore be diligent in the science of uniting the individual consciousness with the Ultimate consciousness; in all activities the science of uniting the individual consciousness with the Ultimate consciousness is superlative genius.

1.2 Peer Pressure

Wanting to be more like your friends is a normal part of being a teenager. Peer influence or peer pressure isn't always a bad thing, but sometimes it might be a concern

¹ <http://www.bhagavad-gita.org/Gita/png/verse-02-49-2.png>

for you or your child. If this happens, there are things you can do to help manage it.

Dressed in her denim skirt, and petite pink t-shirt, Sarah almost felt as if she was hiding herself behind the layers of make-up that she dabbed before coming to college. She remembered the first time she stepped into college. College was a nightmare for Sarah when she was ridiculed for her dull dressing sense, her messed up hairdo and her geeky spectacles. She was sick and tired of kids laughing at her and looking at her as if she had walked out straight from another planet. She was sick of having lunch alone, and leading a non-existent profile in college until she decided it was time for her to join the bandwagon. She started dressing up like the ramp models in her class, even picked up a few make up tips from them. She was listening to the same music that everyone was listening to, she was going to the places that everyone frequented and even though she hated it, she tried to gulp down a glass of beer at every weekend party that she attended. Soon she was what her peers wanted her to be – one of the lots. –Uttara Manohar

1.3 Need and significant of study

The adolescence period is the best time to develop positive emotions and training skills, because adolescents are seeking to find their identity and their future personality at this period. Spiritual intelligence had a significant influence on the quality of life and it goes without saying that adolescence is a sensitive period which requires specific training to make a brighter future and be exposed to the difficulties. Spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. One reason for this is that much of the research conducted did not study the two groups simultaneously, and where this was done, there appeared to be discrepancies in the results. Another reason which makes it difficult to provide clear cut answers is the complex nature of the underlying relationship between peers pressure and spiritual development.

A great overall personality is very important in the life of an individual. Everyone is influenced by an attractive personality. Without influencing others can't get success in today's competitive world. It is difficult to achieve a job without influencing the interviewers with your personal as well as professional skills, also if you are business you need to influence your clients and risen very much. Now a day every good public school is careful about the personality development of its students.

Researcher want to know that how much a student is influenced by peer pressure depends on many factors. Like spiritual intelligence. That's why researcher has selected this topic for research.

1.4 Statement of Problem

The problem under study is entitled as under:

“Peer pressure in relation to spiritual intelligence of senior secondary school students”

1.5 Operational definitions of the terms used in the problem

1.5.1 Spiritual Intelligence

Spiritual intelligence is our access to and use of meaning, vision and value in the way that we think and the decisions that we make, the intelligence that makes us whole and gives us our integrity. Amram and Dryer (2007) quote, “spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhances their daily functioning and wellbeing”. They have developed a construct of Spiritual Intelligence and it contains seven broad domains. They are; Consciousness, Grace, Meaning, Transcendence and Truth.

1.5.2 Peer Pressure: Peer pressure is the influence of a social group on an individual. Peer groups are usually cliques of friends who are about the same age. Peer pressure can begin in early childhood with children trying to get other kids to play the games they want. It generally increases through childhood and reaches its intensity in the preteen and teen years. Virtually all adolescents in middle and high school deal with peer pressure, often on a daily basis. It is how children and teens learn to get along with others of their own age group and eventually learn how to become independent.

1.6 Objective of the study

1.6.1 To study the peer pressure of senior secondary students in context of gender, subject stream.

1.6.2 To study the relationship between peer pressure and spiritual intelligence of senior secondary school students.

1.7 Hypothese of Study

1.6.1 There is no significant difference between the mean peer pressure score of male and female students studying in senior secondary schools.

1.6.2 There is no significant difference between the mean peer pressure scores of science and Art stream senior secondary schools.

1.6.3 There is no relationship between the peer pressure and spiritual intelligence of senior secondary school students.

2. Method of the study

Any research efforts need concentration on systematic work logically constructed design; need based tools and meaning application of statistical techniques in the analysis of data. These determine the success of a research work. This chapter deals with the method and procedure followed in constructed the present research study. This chapter also describes the sample and sampling tools used for data collected and satisfied techniques used to analysis the data. The research topic discussed in this research project is highly subjective in nature and needs investigation tools to acquire the desired data. The data has to be collected from a (representative) sample of women teacher (at secondary level) of joint and nuclear family.

The purpose, objective of the study, nature of the problem, the hypotheses and the tools used in the study determine the choice of any method for collecting the data in any research study. Since the present study purported to *“Peer pressure in relation to spiritual intelligence of senior secondary school students”*

Keeping in view the above criteria three tools were selected. For SI, test of Spiritual Intelligence developed by S.K. Mishra and for measure Peer Pressure, Peer Pressure scale developed by Sandeep Singh and Sunil Saini were used. These tests are valid, reliable and suitable in Indian conditions.

In this study researcher to try to analysis peer pressure in relation to spiritual intelligence. In this study, descriptive survey method has been used. Survey research is considered a branch of scientific research.

2.1 Plan of the study

The first task of the investigation work is to select appropriate methodology of research. The Methodology in the present study is the survey method. Survey studies are conducted to collect data of the existing phenomenon. It deals with not only merely gathering of data but also involves interpretation, comparison, measurement, and understanding of solution of significant educational problems. Here the survey method was used to study the peer pressure in relation to spiritual intelligence of senior secondary students. Various colleges was selected for sample from senior secondary students before conduct the test permission and co-operation of principal of the colleges were sought.

2.2 Population: The population study consists of senior secondary students of Delhi NCR region (India).

2.3 Sample and sample selection:- It is a sure quo none of research. I imply the selection or drawing of a portion from the mass or whole of something. "Sample" is a portion of population, which is selected for the purpose of study and investigation. Random selection technique will use to collect the data by researcher. Following table shows the details of the sample-

Table 1: Total Students 334

Delhi Area		Ghaziabad Area	
Male	Female	Male	Female
80	70	82	102
Grant Total = 334			

Table 2

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
GPPScore	Male	167	79.5988	19.37302	1.49913
	Female	167	63.2216	17.29768	1.33853

Fig 3

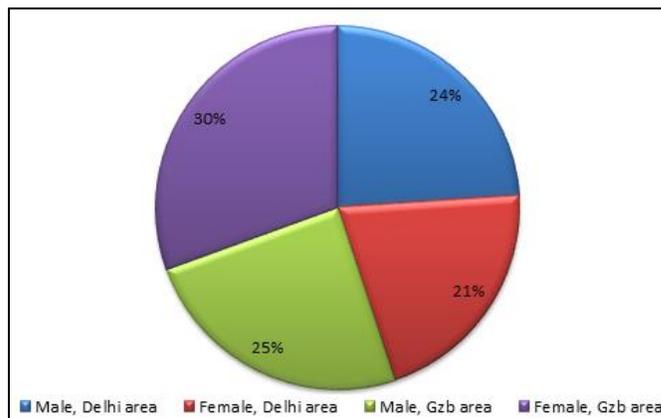


Fig 1: Total sample

3. Procedure of the study: - After selection of the proper tool, it needed to administer them in proper way that the investigator may find out the appropriate result. First, the investigator went to college. She meets to the principal and asked for the permission for the data collection with the women teacher teaching in institutes. After getting, the permission investigator went to staff room, met the women teacher, and introduced them. According to previous programme the investigator, meet the women teacher. First of all the investigator told the women teacher about his work, why the data is needed and what is the purpose of the work. Before giving them the Booklet, investigator gave the appropriate instruction about the Booklet.

3.1 Tool Used

1. Spiritual Intelligence developed by S.K. Mishra
2. Peer Pressure scale developed by Sandeep Singh and Sunil Saini were used. These tests are valid, reliable and suitable in Indian conditions.

4. Analysis and interpretation

H0. 1 Association between gender and peer pressure score of the senior secondary students

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GPPScore	Equal variances assumed	2.909	.089	8.149	332	.000	16.37725	2.00974	12.42381	20.33068
	Equal			8.149	327.827	.000	16.37725	2.00974	12.42363	20.33086

	variances not assumed								
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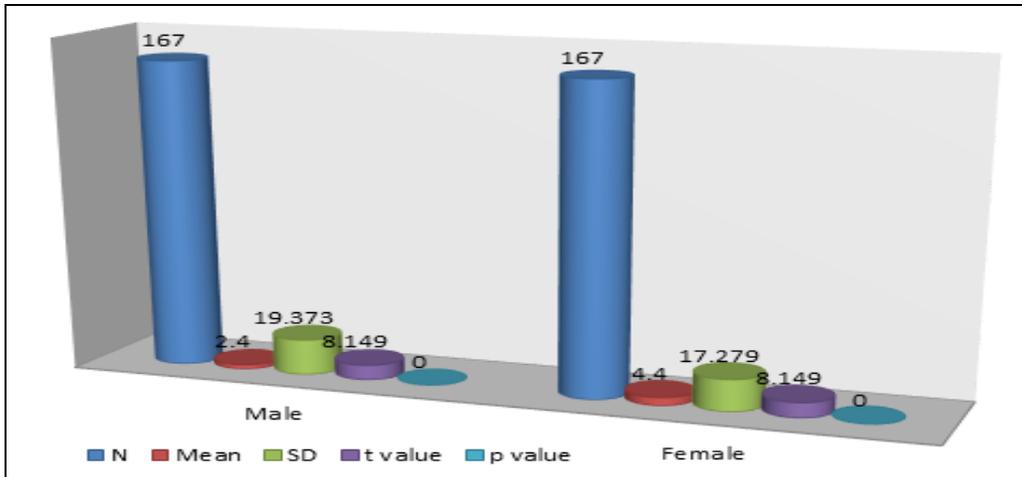


Fig 2: Gender and peer pressure score

Table 5.1 shows group statistics with mean (79.5988 for male and 63.2216 for female) and standard deviation of the groups whereas table 5.2 shows results of t statistics. Results depicted in table 5.2 show t value = 8.149 and p = 0.000 and reject to our null hypothesis. In other words, results show that there is a significant difference between male students and female students for peer pressure on them.

score of the senior secondary students:

Table 4

Group Statistics					
	Stream	N	Mean	Std. Deviation	Std. Error Mean
SPPScore	Science	177	75.0113	19.79956	1.48823
	Art	157	72.0127	19.23738	1.53531

H0. 2 Association between stream and peer pressure

Table 5.4

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
SPPScore	Equal variances assumed	.000	.987	1.400	332	.162	2.99856	2.14192	-1.21489	7.21201
	Equal variances not assumed			1.402	329.241	.162	2.99856	2.13822	-1.20774	7.20486

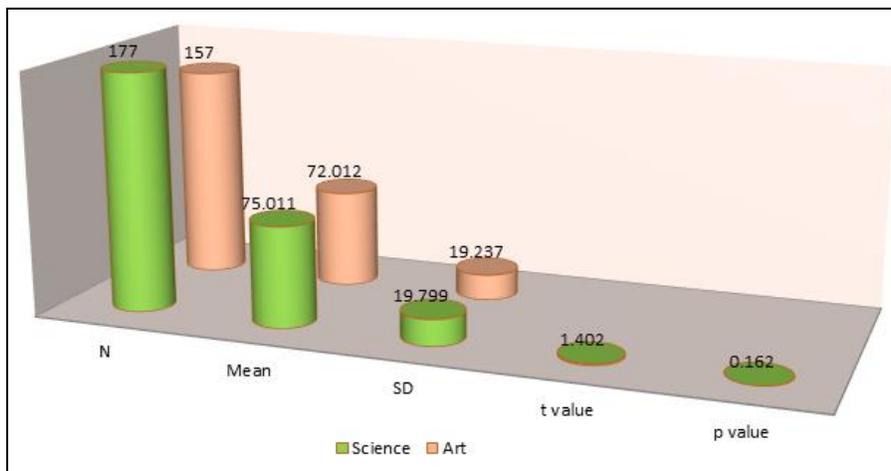


Fig 3: Stream wise and peer pressure score

Table 5.3 shows group statistics with mean (75.79956 for science stream and 72.0127 for art stream students) and standard deviation of the groups whereas table 5.4 shows results of t statistics. Results depicted in table 5.4 show t value = 1.400 and p = .162 and accept to our null hypothesis. In other words, results show that there is no significant difference between science stream students and art stream students for peer pressure on them.

Ho3. Correlation between peer pressure and spiritual intelligence:

Table 5.5

Correlations			
		PP	SI
PP	Pearson Correlation	1	.245**
	Sig. (2-tailed)		.000
	N	334	334
SI	Pearson Correlation	.245**	1
	Sig. (2-tailed)	.000	
	N	334	334

** . Correlation is significant at the 0.01 level (2-tailed).

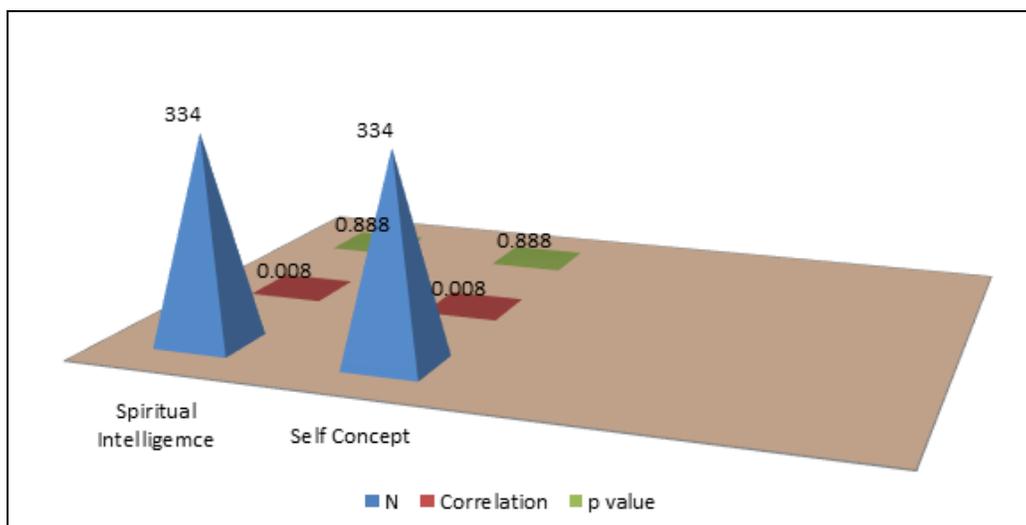


Fig 4: Correlation between peer pressure and spiritual intelligence

Table shows that there is a moderate negative correlation between peer pressure and spiritual intelligence with Pearson’s correlation coefficient value= -0.409 and p= 0.000. Results reject to our null hypothesis. Further we infer that spiritual intelligence is significant associated with peer pressure on the students. When there is higher peer pressure on students, they have lower spiritual intelligence and vice a versa.

5. Result and Discussion

Ho1. There is no significant difference between the mean peer pressure score of male and female students studying in senior secondary schools has been rejected at 0.05 levels of significance.

The result shows the mean scores of male (79.5988) higher than mean scores of the female (63.2216) senior secondary students. Results show t value = 8.149 and p = 0.000 and reject to our null hypothesis. In other words, results show that there is a significant difference between male students and female students for peer pressure on them.

It reflects that the male senior secondary students have more peer pressure than female senior secondary students.

Ho2. There is no significant difference between the mean peer pressure scores of science and Art stream senior secondary schools has been accepted at 0.05 levels of significance.

The result shows the mean scores of science stream (75.79956) higher than mean scores of the art stream (72.0127) senior secondary students. Results show t value = 1.402 and p = 0.162 and accept to our null hypothesis. In other words, results show that there is no significant difference between science stream students and art stream students for peer pressure on them.

It reflects that the science stream students have more peer pressure than art stream senior secondary students.

Ho6. There is no relationship between the peer pressure and spiritual intelligence of senior secondary school students.

Spiritual intelligence of the students could be affected by some pressure of external as well as internal environment of the students. Peer pressure is one of the factors of the external environment in which students have to spend their significant time. In order to study the relationship of peer pressure with spiritual intelligence Person’s correlation has been worked out and null has been tested results shows that there is a moderate negative correlation between peer pressure and spiritual intelligence with Pearson’s correlation coefficient value= -0.409 and p= 0.000. Results reject to our null hypothesis. Further we infer that spiritual intelligence is significant associated with peer pressure on the students. When there is higher peer pressure on students, they have lower spiritual intelligence and vice a versa.

It reflects that the spiritual intelligence is significant associated with peer pressure on the senior secondary students.

6. Finding and Conclusion

Ho1. There is no significant difference between the mean peer pressure score of male and female students studying in senior secondary schools has been rejected at 0.05 levels of significance.

It reflects that the male senior secondary students have more peer pressure than female senior secondary students.

Ho2. There is no significant difference between the mean peer pressure scores of science and Art stream senior secondary schools has been accepted at 0.05 levels of significance.

It reflects that the science stream students have more peer pressure than art stream senior secondary students.

Ho3. There is no relationship between the peer pressure and spiritual intelligence of senior secondary school students.

In order to study the relationship of peer pressure with spiritual intelligence Person's correlation has been worked out and null has been tested results shows that there is a moderate negative correlation between peer pressure and spiritual intelligence with Pearson's correlation coefficient value= -0.409 and p= 0.000. Results reject to our null hypothesis. It reflects that the spiritual intelligence is significant associated with peer pressure on the senior secondary students.

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