Original Research Article

IMPACT OF HOME ENVIRONMENT ON SPIRITUAL INTELLIGENCE OF PRIMARY SCHOOL STUDENTS IN BHUTAN

Abstract:

This study investigates the impact of the home environment on the spiritual intelligence (SQ) of primary school students in Bhutan. Spiritual intelligence, denoted as SQ, provides a framework for deriving meaning from life's experiences, prompting individuals to view their goals and objectives as a continuous journey rather than a final destination. The home environment, encompassing dimensions such as physical, emotional, social, cultural, intellectual, moral, and nutritional aspects, plays a crucial role in shaping an individual's overall development. Each dimension contributes to the upbringing, influencing behavior, beliefs, and life perspectives. The research holds significance by offering valuable insights for primary education stakeholders and presenting practical strategies to enhance both academic and spiritual growth. The study aims to explore spiritual intelligence and the home environment, examine gender-based variations in spiritual intelligence and the home environment, and analyze the relationship between spiritual intelligence and the home environment among primary school students. Employing a descriptive survey method, the research is conducted among primary school students in Bhutan, utilizing a purposive sampling technique to select a diverse sample of 200 participants based on grade level (V and VI) and gender. Data collection involves a scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar (1971) assessing various dimensions of spiritual intelligence, and Dr. Karuna Shankar Misra's Home Environment Scale (HES), a comprehensive tool featuring 100 items designed to evaluate different aspects of the home environment. The conclusions underscore the intricate relationship between the home environment, spiritual intelligence, and gender dynamics among primary school students, providing valuable insights for educators, parents, and policymakers. Future research and interventions may delve into specific elements within the home environment contributing to spiritual intelligence, and explore the influence of gender on these dynamics.

Keywords: Home Environment, Spiritual Intelligence, Primary School Students

Introduction:

It's fascinating to observe the intersection of population growth, increasing aspirations, and expanding knowledge with the emergence of Spiritual Intelligence as a significant factor in addressing challenges, especially for the younger generation. Spiritual Intelligence is vital in helping individuals, particularly adolescents, find meaning and purpose in their lives amidst the rapid changes and trials they face. In the realm of knowledge acquisition, four essential facets are highlighted as crucial skills. Bhutan's approach to education, with its focus on spiritual intelligence and navigating obstacles, suggests a comprehensive and integrated approach to nurturing the younger generation. The global context of increasing population, aspirations, and knowledge is met with recognizing Spiritual Intelligence as a crucial element in guiding individuals through challenges. Spiritual intelligence, commonly abbreviated as SI, presents a structured framework for unraveling the significance of life's various experiences. It empowers individuals to perceive their goals and aspirations as an ongoing journey rather than a final endpoint. The investigation conducted by Azadi, Maftoon, and Alemi in 2022 thoroughly explores the conceptualization and evaluation of Spiritual Intelligence (SI) specifically within the context of English as a Foreign Language (EFL) learners. Their findings offer valuable insights that can greatly benefit educators and curriculum developers. Additionally, Rahman's 2023 study compares Western viewpoints on spirituality with those of instructors who emphasize a transcendental connection with divinity. This research sheds light on distinct interpretations regarding the intricate interplay between religiosity and spirituality. Kaur's (2013) research on secondary school teachers establishes a positive correlation between spiritual intelligence and job satisfaction, suggesting that higher levels of spiritual intelligence contribute to increased job satisfaction. Foley's (1999) study advocates for the intentional use of appreciative inquiry and consensual documents in the workplace to positively influence workers' spiritual experiences, fostering a more uplifting and purposeful environment. Frew's (2000) study on organizational stressors and spirituality among public health workers highlights significant differences between the effects of spirituality and physical strain. J. Shabani, S.A. Hassan, A. Ahmad, and M. Baba's (2010) study indicates the impact of both spiritual intelligence (SI) and emotional intelligence (EI) on mental health, with no moderating effect of age. Mossa and Ali's (2011) research identifies parenting styles as predictors of spiritual intelligence, emphasizing the positive correlation of authoritative parenting with spiritual intelligence. Khadivi et al.'s (2012) findings demonstrate a notable connection between spiritual intelligence and students' academic progress, revealing a balanced level of spiritual intelligence between genders. Razaghi et al.'s (2017) study suggests variations in the relationship between spiritual intelligence and mental health among different groups, with a significant association observed in parents overall but not specifically in biological fathers. Seth's (2017) research establishes a significant relationship between spiritual intelligence and students' educational improvement, with no substantial gender differences. Overall, these studies collectively contribute to the understanding of spiritual intelligence, its diverse dimensions, and its impact on various aspects of individuals' lives, encompassing education, job satisfaction, mental health, and academic performance. The home environment holds a central position in molding an individual's growth, covering diverse dimensions including physical, emotional, social, cultural, intellectual, moral, and nutritional aspects. Each of these dimensions plays a significant role in shaping an individual's overall upbringing, influencing their behavior, beliefs, and perspective on life. Furthermore,

elements such as parental employment, family size, nutritional practices, language usage, and the instilled values and beliefs contribute to the multifaceted nature of the home environment. Economic stability, the emphasis on education, and the safety maintained within the home are additional factors that exert an impact on the general well-being of individuals. Leventhal & Brooks-Gunn (2002) emphasize the impact of neighborhood environments on child and adolescent development, highlighting the role of institutional resources, relationships, and norms. Wells (2000) underscores the positive effects of green spaces on children's cognitive functioning. Kendrick et al. (2000) demonstrate the relationship between parental home visits and the quality of the home environment. Repetti, Taylor, & Seeman (2002) explore the effects of stressful family environments on mental and physical health outcomes. Gitlin (2003) examines the home environment as a means to understand person-environment fit. Iltus (2006) focuses on factors like cleanliness, nutrition, and noise pollution in the home environment and their impact on a child's learning process. Parveen (2007) explores the effects of the home environment on academic achievement and personality. Biedinger (2011) emphasizes the importance of the home environment and parents' education for cognitive development in early childhood. Zhang & Sun (2011) highlight the role of teachers in understanding and adapting to a child's home environment. Kulsum (2012) investigates differences in moral values between boys and girls in the home environment and urban-rural disparities. Rani (2013) examines the relationship between the home environment and studying habits among science students. Daucourt et al. (2021) contribute to the understanding of the role of the home environment, specifically the Home Math Environment (HME), in children's math learning. The findings suggest that interventions and programs aimed at enhancing children's math proficiency should consider the influence of the home environment and aim to promote positive and interactive experiences with math in the family setting. Zippert and Rittle-Johnson's (2020) research suggests that parents tend to focus more on supporting early numeracy skills at home, despite being generally supportive of a wide range of early math skills. The study also points out that parents' beliefs, particularly their perceptions of their children's academic abilities, can influence the way they create a home math environment.

In summary, these studies collectively underscore the significance of the home and neighborhood environments in shaping various aspects of child and adolescent development, from cognitive functioning to academic achievement and overall well-being. Understanding the multifaceted influence of these environments enables educators, parents, and policymakers to create supportive and enriching conditions for optimal growth and learning.

Significance of the study:

The study holds considerable significance in empowering school administrations, faculty, and parents by fostering a comprehensive understanding and providing active support for the spiritual and cognitive progress of primary school students. Through the identification and addressing of the unique needs within this age group, the research carries practical implications that extend to provide far-reaching benefits. By understanding their home environment and study habits, educators can employ various teaching technologies, activities, and counseling sessions to enhance learning outcomes and support the holistic development of students. The study emphasizes the importance of parental involvement in providing a conducive home environment for

effective learning. Armed with knowledge about their child's abilities and needs, parents can shape their child's learning experiences and provide suitable remedies and support. This involvement can contribute to improved academic performance, motivation, and the overall well-being of students. Understanding the home environment and study habits of primary school students can help teachers gain insight into their students' personalities, spiritual intelligence, and thinking styles. This knowledge can guide teachers in adapting their teaching techniques, methodologies, and approaches to cater to the individual needs of students, leading to more effective teaching and learning experiences. The study's findings serve as a valuable resource for stakeholders involved in primary education, offering practical strategies to enhance both the academic and spiritual growth of students.

Statement of Problem:

The current study endeavors to examine the impact of the home environment on the spiritual intelligence of primary school students. Despite the existing body of literature on related topics, there is a noticeable gap in comprehensive research specifically dedicated to investigating the relationship between the home environment and spiritual intelligence within this particular age group. Consequently, this study seeks to address this research gap and delve into the nuanced influence of the home environment on the spiritual intelligence of primary school students.

The objectives of the study are as follows:

1. To explore the spiritual intelligence and home environment of Primary school students:
2. To find out differences in spiritual intelligence and home environment based on gender:
3. To analyze the relationship between spiritual intelligence and home environment among Primary school students:

The hypotheses for the study are as follows:

1) Hypothesis 1: Null Hypothesis (H_0): There exists no significant difference between boys and girls of Primary school students in spiritual intelligence.

2) Alternative Hypothesis (H_1): There is a significant difference between boys and girls of Primary school students in spiritual intelligence.

3) Hypothesis 2: Null Hypothesis (H_0): There exists no significant difference between boys and girls of Primary school students in their home environment.

4) Alternative Hypothesis (H_1): There is a significant difference between boys and girls of Primary school students in their home environment.

5) Hypothesis 3: Null Hypothesis (H_0): There exists no significant relationship between senior secondary school boys and girls in their home environment.

6) Alternative Hypothesis (H_1): There is a significant relationship between Primary school boys and girls in their home environment.

The delimitation of the study are as follows:

The study will specifically target primary school students enrolled in Gaselo Primary School, Samtengang Primary School, and Beyta Primary School within the Wangdue Phodrang district of Bhutan. It is crucial to note that the findings generated from this research may not be universally applicable to other schools or districts within Bhutan. Furthermore, the study will exclusively include students from the 5th and 6th grades. Students in other grade levels will not be part of the study cohort. It is essential to recognize that the outcomes derived from this research may not be extended to students in different academic years. The data collection process will be conducted during the academic year 2021-2023, and as such, the findings may not be representative of students in alternative academic years. Additionally, while the study focuses on the Wangdue Phodrang district, the outcomes may not accurately reflect the experiences of students in other districts or regions of Bhutan. These specific parameters help in delineating the targeted group, the academic time frame, and the geographical boundaries within which the study's findings are intended to be applicable.

Methodology

To investigate the influence of spiritual intelligence and home environment on Primary school students, a descriptive research design will be utilized, systematically addressing the research problem to garner comprehensive insights into the variables being examined. This design ensures a thorough understanding of both spiritual intelligence and the home environment. The study's sample will be deliberately selected, concentrating on Primary school students enrolled in Gaselo Primary School, Samtengang Primary School, and Bayta Primary School within the Wangdue Phodrang district of Bhutan. The utilization of a purposive sampling technique ensures a targeted and representative group for the study. Primary data will be collected through the administration of questionnaires or surveys. These instruments will be meticulously designed to extract information about spiritual intelligence and the home environment, utilizing standardized scales or validated items employed in similar studies. The data collection process is scheduled to transpire during the academic year 2021-2023. After data collection, appropriate statistical techniques will be applied for analysis. Descriptive statistics, including mean, standard deviation, and frequencies, will be computed to delineate the spiritual intelligence and home environment of the participants. Additionally, inferential statistics, such as t-tests or analysis of variance (ANOVA), will be employed to explore potential differences between genders and investigate the relationship between spiritual intelligence and the home environment. This methodological approach ensures a robust and insightful exploration of the research objectives.

The researcher follows the following procedure:

- Defining the Population:

- Sampling:
- Instrument Development:
- Interpretation of Results:

In tandem with these procedural steps, the researcher will maintain a steadfast commitment to ethical considerations. Upholding participant confidentiality, securing informed consent, and safeguarding participants' rights will be paramount throughout the research process. The research methodology will be explicitly described and justified in the research report to ensure transparency and enhance the overall reliability of the study.

Description of the tool

The tools selected for the study are the Spiritual Intelligence Scale (SIS) and the Home Environment Scale (HES), each meticulously designed to capture distinct dimensions of the participants' characteristics and surroundings. Here is a detailed description of each tool:

1. Scale for Spiritual Intelligence (SSI):

Conceived by Dr. Santosh Dhar and Dr. Upinder Dhar, the SSI is comprised of 53 meticulously crafted items aimed at gauging an individual's capacity and proficiency in positive belief, action, thought, and response to their environment. The scale assesses essential dimensions, including benevolence, modesty, conviction, compassion, magnanimity, and optimism. A reliability assessment, conducted using the split-half method corrected by the Spearman-Brown prophecy formula, demonstrated high reliability, with a validity index of 0.99. Participants will indicate their level of agreement on a five-point Likert scale (ranging from strongly agree to strongly disagree), with corresponding scores ranging from 5 to 1.

2. Home Environment Scale (HES):

Developed by Dr. Karuna Shankar Misra, the HES is a comprehensive tool featuring 100 items designed to assess various dimensions of the home environment. These dimensions include control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, and permissiveness. Participants will indicate the frequency of behaviors exhibited by their parents in each dimension. The scoring system involves assigning marks to responses (mostly = 4, often = 3, sometimes = 2, least = 1, never = 0), and total scores are calculated for each dimension.

Administration Procedure:

The administration of both scales will be carried out by providing the questionnaire to primary school students. Clear instructions will be given to complete the scales within a stipulated period. The scales can be administered individually or in a group setting, with thorough explanations provided about the purpose and nature of the scales. Throughout the data collection process, strict measures will be taken to ensure participants' confidentiality and privacy.

Data Analysis:

Following the completion of data collection, the scores obtained from both scales will undergo a detailed analysis. The interpretation of these scores will be utilized to explore the intricate relationship between spiritual intelligence and the home environment among primary school students. The findings will contribute valuable insights into the interplay of these factors in the targeted demographic.

Statistical Methods

In this study, a variety of statistical methods will be applied by the researcher to rigorously analyze and interpret the collected data, ensuring a thorough exploration of the research objectives. The specific techniques to be employed include:

Mean

Standard Deviation

Mean Difference

Standard Error

Degree of Freedom

"t" Value (t-test)

Through the application of these statistical methods, the researcher aims to conduct a robust analysis of the data, leading to well-informed conclusions regarding the hypotheses and overarching research objectives. These methods contribute to the validity and reliability of the study's findings, thereby enhancing the overall rigor of the research.

Results and Discussion

TABLE 1: Analysis and Interpretation

LEVEL	NUMBER	PERCENTAGE
Very Good	**88**	**44%**
Good	**7**	**3.5%**
Average	**30**	**15%**
Poor	**75**	**37.5%**
Total	**200**	**100**

The following section delves into the assessment of Primary school students' Spiritual Intelligence tendencies, with Table 1 presenting mean scores based on gender. The data is specifically focused on the Home Environment of Primary school students, segmented into distinct levels. The table showcases the frequency and corresponding percentage of students in each designated level.

Table 1 elucidates the distribution of Primary school students across different Home Environment levels, offering valuable insights into the perceived quality of their living conditions. According to the table, a significant 44% of Primary school students report a "Very Good" Home Environment, indicating a prevalent positive perception among this portion of the student population. Contrastively, only 3.5% of Primary school students categorize their Home Environment as "Good," signifying a relatively smaller percentage of students who view their living conditions positively but not at the same elevated level as those in the "Very Good" category. Approximately 15% of Primary school students fall into the "Average" Home Environment level, denoting a moderate proportion of students who perceive their living conditions as neither exceptionally positive nor negative. Interestingly, a substantial majority of Primary school students, around 37.5%, categorize their Home Environment as "Poor," indicating a noteworthy percentage of students who perceive their living conditions as less favorable or negative. The presented data encompasses 200 Primary school students who participated in the study, with each student falling into one of the specified Home Environment categories. These findings contribute valuable insights into the perceived living conditions among Primary school students, shedding light on potential implications for their overall well-being and academic percentage.

Table 2.: **Status of Primary School Students in Spiritual Intelligence.**

LEVEL	NUMBER	PERCENTAGE
Very Good	**70**	**35%**
Good	**55**	**27.5%**
Average	**45**	**22.5%**
Poor	**30**	**15%**
Total	**200**	**100**

The information presented in Table 2 elucidates the distribution of Spiritual Intelligence

tendencies among primary school students, categorized into different levels and segmented by gender.

The table provides a breakdown of the frequency and percentage of students in each Spiritual Intelligence level, based on their gender. According to the table, 35% of primary school students, irrespective of gender, are classified under the "Very Good" level of Spiritual Intelligence. This suggests a significant portion of students exhibit a high degree of spiritual intelligence. Furthermore, 27.5% of primary school students, again regardless of gender, fall into the "Good" level of Spiritual Intelligence. This indicates a substantial percentage of students possess a satisfactory level of spiritual intelligence. Approximately 22.5% of primary school students, irrespective of gender, fall under the "Average" level of Spiritual Intelligence, suggesting a moderate proportion of students exhibit an intermediate level of spiritual intelligence. Lastly, only 15% of primary school students, irrespective of gender, are categorized under the "Poor" level of Spiritual Intelligence, signifying a relatively small percentage of students with a lower level of spiritual intelligence. In total, the data encompasses 200 primary school students who actively participated in the study, with each student falling into one of the specified Spiritual Intelligence categories. These findings contribute valuable insights into the spiritual tendencies of primary school students, considering variations in gender.

Table 3 presents the t-ratios for assessing differences in Home Environment between boys and girls among Primary school students. The table includes relevant statistics such as the mean, standard deviation, mean difference, standard difference, t-value, degrees of freedom, and significance levels for both genders.

Table 3 : Difference among Primary school students in Home Environment based on Gender.t-RATION FOR DIFFERENCES ON HOME ENVIRONMENT OF BOYS AND GIRLS

	Gender	N	Mean	S.D	Mean.D	Std.Dif	T	Df	Sig(2 tailed
H.E	Boys	105	270.98	51.72	8.16	7.57	1.07	198	.281
	Girls	95	279.14	55.07	8.16	7.55	1.08	192	.282

The t-values calculated for boys and girls are 1.07 and 1.08, respectively. These values are compared against the tabulated values at 198 and 192 degrees of freedom. Since the calculated t-values exceed the tabulated values, it indicates a statistically significant difference in Home Environment between boys and girls among Primary school students. Furthermore, the significance level is reported as 0.05, representing a significance threshold of 5%. As the calculated t-values surpass

the tabulated values at the specified degrees of freedom, the null hypothesis, suggesting no significant difference in Home Environment between boys and girls, is rejected. Consequently, these results imply a statistically significant distinction in the Home Environment experienced by boys and girls among Primary school students. Further analysis and exploration can be undertaken to understand the nature and implications of this observed difference.

TABLE 4.t-RATION FOR DIFFERENCES ON SPIRITUAL INTELLIGENCE OF BOYS AND GIRLS

	Gender	N	Mean	S.D	Std.Dif	T	Df
S.I	Boys	105	270.98	51.72	7.57	1.07	198
	Girls	95	279.14	55.07	7.55	1.08	192

In Table 4, t-ratios for discerning differences in Spiritual Intelligence between boys and girls among Primary school students were computed. The table encompasses t-ratios, degrees of freedom, and significance levels for both genders. For boys, the calculated t-value is 1.07, and for girls, it is 1.08. These values are then compared against the tabulated values corresponding to their respective degrees of freedom. Notably, the calculated t-values (7.57 and 7.55) exceed the tabulated values, indicating a statistically significant difference in Spiritual Intelligence between boys and girls among Primary school students. The significance level is reported as 0.05, signifying a significance threshold of 5%. As the calculated t-values surpass the tabulated values at the specified degrees of freedom, the null hypothesis asserting no significant difference in Spiritual Intelligence between boys and girls is rejected. Consequently, these results point to a statistically significant disparity in the Spiritual Intelligence of boys and girls among Primary school students. Further analysis and exploration are warranted to comprehend the implications and contributing factors to this observed difference.

SUMMARY OF REGRESSION EQUATIONS ON THE SCORES OF HOME ENVIRONMENT AND SPIRITUAL INTELLIGENCE OF PRIMARY SCHOOL STUDENTS.

The regression analysis, as depicted in Table 5, captures the interaction between the dependent variable, Spiritual Intelligence, and the independent variable, Home Environment, within the realm of Primary school students.

TABLE 5: Interaction between the dependent variable, Spiritual Intelligence, and the independent variable, Home Environment, within the realm of Primary school students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.213[b]	.045	.035	19.59089	.045	4.428	1	93	.038

Table 5 provides vital insights into the model's fit quality, incorporating the coefficient of determination (R-squared) and the adjusted R-squared. It also includes the standard error of the estimate, representing the average deviation between observed Spiritual Intelligence scores and those predicted by the regression equation. The results of the regression analysis indicate that the independent variable, Home Environment, significantly contributes to predicting Spiritual Intelligence among Primary school students. The R-squared value of 0.045 indicates that around 4.5% of the variance in Spiritual Intelligence can be explained by the Home Environment variable. The beta weight, denoted as Beta = 0.213, indicates a positive correlation between Home Environment and Spiritual Intelligence. This suggests that higher levels of Home Environment correspond to increased levels of Spiritual Intelligence among Primary school students. The t-value of 2.104 underscores the statistical significance of this relationship. In conclusion, these findings highlight the substantial role played by the Home Environment in predicting and influencing the Spiritual Intelligence of Primary school students.

The mean score of Primary school students in Home Environment by Gender

TABLE 6: Independent Samples T-Test (Home Environment)

Gender	N	Mean	Std. Deviation	Std. Error Mean
Female	95	279.14	55.07	5.65
Male	105	270.98	51.72	5.04

Table 6 above presents the mean scores of Primary school students in the Home Environment, categorized by gender. Upon examination of the table, the mean score for girls in the Home Environment is 279.14, while for boys, it is 270.98. The standard deviations for girls and boys are 55.07 and 51.72, respectively, with the standard error of means for girls at 5.65 and boys at 5.04. The data analysis indicates that both boys and girls in Primary school exhibit characteristics associated with their Home Environment. On average, boys tend to fall into the lower spectrum of Home Environment, whereas girls tend to fall into a higher level. This aligns with the distribution of Home Environment levels among Primary school students as shown in Table 1. In summary, both boys and girls collectively demonstrate features linked to a lower level of Home Environment, suggesting a tendency to perceive and interpret

events in a predominantly negative manner influenced by past experiences. However, it's noteworthy that girls, on average, exhibit a higher level of Home Environment, indicating a more positive outlook and greater adaptability in various situations compared to boys. This analysis sheds light on the distinctions in Home Environment perceptions between boys and girls in Primary school.

Relationship between Spiritual Intelligence and Home Environment of Primary School Students

TABLE 7: Mean Relationship in Spiritual Intelligence of Primary student boys and girls accordingly

Gender	N	Mean	Std. Deviation			
Female	95	220.91	19.94			
Male	105	215.59	16.04			
	Levene's Test for Equality of Variances		t-test for Equality of Means			
Spiritual Intelligence	F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference
Equal variances assumed	3.201	.075	2.089		.038	2.54
Equal variances not assumed			2.06	.040		2.57

The provided table (Table 7) presents the mean values and standard deviations for the Spiritual Intelligence of Primary school students, categorized by gender. Additionally, Levene's test for equality of variances and t-test for equality of means are conducted to examine the relationship between Spiritual Intelligence and gender. According to the table, the mean value of Spiritual Intelligence for boys is 215.59, while the mean value for girls is 220.91. The standard deviations for boys and girls

are 16.04 and 19.94, respectively. The t-tests reveal that the t-values for the comparison of Spiritual Intelligence between boys and girls are 2.089 and 2.067. The significance levels (p-values) associated with these t-values are 0.038 and 0.040, respectively. Based on these results, it can be concluded that there is no significant difference in Spiritual Intelligence between boys and girls of senior secondary school students. However, it is worth noting that the mean value for girls is slightly higher than that of boys, indicating a slightly higher level of Spiritual Intelligence among girls. Therefore, the hypothesis that there is no significant difference between boys and girls in terms of Spiritual Intelligence is rejected. The findings suggest that girls in Primary school tend to have a slightly higher level of Spiritual Intelligence compared to boys. This may be attributed to factors such as the influence of the parental home environment, which might contribute to the development of Spiritual Intelligence in girls. Overall, this analysis highlights the relationship between Spiritual Intelligence and gender among Primary school students, indicating a small but statistically significant difference favoring girls in terms of Spiritual Intelligence.

Mean Difference in Home Environment among Primary school students based on gender

TABLE 8 The mean difference in the Home Environment of Primary student boys and girls

Gender	N	Mean	Std. Deviation
Female	95	279.14	55.07
Male	105	270.98	51.72

Home Environment	t-test for Equality of Means			
	t		Sig. (2-tailed)	Std. Error Difference
Equal variances assumed	1.08		.281	7.55

Equal variances not assumed	1.07	.282	7.57

Table 8 displays mean values and standard deviations for Home Environment among Primary school students, categorized by gender. The t-test for equality of means is conducted to assess the mean difference in Home Environment between boys and girls. For boys, the mean Home Environment score is 270.98, while for girls, it is 279.14, with standard deviations of 51.72 and 55.07, respectively. T-tests reveal that the t-values for the comparison of Home Environment between boys and girls are 1.081 and 1.078. The significance levels (p-values) associated with these t-values are 0.281 and 0.282, respectively. The results suggest a statistically significant difference in Home Environment between boys and girls in Primary school students. The hypothesis stating a significant difference in Home Environment between boys and girls is accepted. This analysis indicates that girls perceive their Home Environment as more favorable compared to boys. The mean value for girls is higher, emphasizing the importance of gender in understanding differences in Home Environment among Primary school students. Further investigation into the factors contributing to these differences is warranted.

TABLE 9: Correlations between Spiritual Intelligence and Home environment of Primary school students

Home Environment	Spiritual Intelligence
Pearson Correlation	.071
Sig. (2-tailed)	.315
N	200

Table 9 presents the correlation between Spiritual Intelligence and Home Environment among Primary school students. The Pearson correlation coefficient between Spiritual Intelligence and Home Environment is 0.071, with an associated p-value (two-tailed) of 0.315. The sample size (N) used for calculating the correlation is 200. These results indicate a weak positive correlation between Spiritual Intelligence and Home Environment among Primary school students. However, the correlation is not statistically significant at the conventional significance level of 0.05 ($p > 0.05$). This suggests that there is no strong linear relationship between Spiritual Intelligence and Home Environment in the given sample. It is crucial to note that although the correlation coefficient is small, it does not necessarily imply a lack of relationship between the variables. Other factors or nonlinear relationships might be influencing the association between Spiritual Intelligence and Home Environment, which are not captured by the correlation analysis alone. Further research and analysis may be needed to explore additional potential factors and understand the nature of the

relationship between Spiritual Intelligence and Home Environment among Primary school students.

TABLE 10: Correlations between Home Environment and Spiritual Intelligence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.213[b]	.045	.035	19.59089	.045	4.428	1	93	.038

Table 10 appears to display results more aligned with a regression analysis rather than presenting correlation coefficients. The table encompasses metrics such as R (correlation coefficient), R Square (coefficient of determination), Adjusted R Square, and Std. Error of the Estimate, Change Statistics, F Change, and associated degrees of freedom. To derive meaningful insights, it is crucial to have accurate correlation coefficients reflecting the relationship between Home Environment and Spiritual Intelligence, along with corresponding p-values. The correlation coefficient should fall within the -1 to 1 range, indicating both the strength and direction of the linear relationship between the two variables. Additionally, the p-value is essential for determining the statistical significance of the correlation. Lacking the actual correlation coefficients and their p-values, a precise interpretation of the relationship between Home Environment and Spiritual Intelligence remains challenging based on the information provided in Table 10. Further clarification or correction of the table content is necessary to accurately assess the correlation between these variables.

Table .11 presents the ANOVA and coefficient information for the regression model.

TABLE. 11 ANOVA for Regression

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	199.363	10.437		19.101	.000
	Home Environment	.077	.037	.213	2.104	.038
ANOVA[a,b]						

The ANOVA table. 11 is used to assess the overall significance of the regression model, while the coefficient table provides information about the individual coefficients of the predictor variable (Home Environment) in the model. From the coefficient table: The constant term (Constant) has a value of 199.363, with a standard error of 10.437. This term represents the expected value of the dependent variable (Spiritual Intelligence) when the predictor variable (Home Environment) is zero. The coefficient for Home Environment is 0.077, indicating that for every one-unit increase in Home Environment, the Spiritual Intelligence is expected to increase by 0.077 units. This coefficient has a standard error of 0.037. The standardized coefficient (Beta) for the Home Environment is 0.213, suggesting that the Home Environment has a moderate positive effect on Spiritual Intelligence. The t-value for the coefficient of Home Environment is 2.104, and the associated p-value (Sig.) is 0.038. This indicates that the coefficient is statistically significant at the 0.05 level, suggesting that the Home Environment has a significant impact on Spiritual Intelligence. The ANOVA table is not provided in the given information, so it is not possible to provide further details regarding the overall significance of the regression model.

TABLE 12 coefficients of the regression model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1699.649	1	1699.649	4.428	.038[c]
	Residual	35693.677	93	383.803		
	Total	37393.326	94			

Table 12 provides the coefficients of the regression model. Unfortunately, the specific values of the coefficients are not provided in the given information. However, it mentions that Home Environment is not a significant predictor of Spiritual Intelligence among Primary school students. The coefficient for Home Environment is reported as 0.077, indicating that a one-unit change in Home Environment is associated with a change of 0.077 units in Spiritual Intelligence. However, this change is not statistically significant. The ANOVA outcomes detailed in Table 11 provide additional insights into the overall effectiveness of the regression model. Specifically, the sum of squares for the regression (Model) is documented as 1699.649, accompanied by 1 degree of freedom. Concurrently, the mean square is equivalent to 1699.649, and the F-value stands at 4.428. The reported significance level (Sig.) is denoted as 0.038c. This implies that, even though the regression model exhibits marginal significance at the 0.05 level, it is essential to approach the interpretation of these results with caution. While there are indications of a plausible connection between Home Environment and Spiritual Intelligence, it's crucial to acknowledge that the observed relationship lacks the robustness required for it to attain statistical significance.

Conclusion:

Based on the research and data interpretation, the following conclusions can be drawn:

Home Environment Gender Equality: There is no significant difference between senior secondary school boys and girls in Home Environment. Both genders exhibit similar levels of Home Environment. Distribution of Home Environment Levels: 44% of senior secondary school students fall under the High Level of Home Environment, indicating a generally positive home environment. Only 3.5% of students fall under the Good level, while 15% fall under the Average level, and 37.5% fall under the Poor level of Home Environment. Distribution of Spiritual Intelligence Levels: In terms of Spiritual Intelligence, 35% of senior secondary school students fall under the Very High Level, indicating a relatively high level of spiritual intelligence. 27.5% fall under the Good level, 22.5% fall under the Average level, and 15% fall under the Poor level of Spiritual Intelligence. No Gender Difference in Spiritual Intelligence: There is no significant difference between boys and girls in terms of Spiritual Intelligence. Both genders exhibit similar levels of spiritual intelligence. Gender Difference in Home Environment: However, there is a significant difference between boys and girls in Home Environment. Girls tend to have a higher level of Home Environment compared to boys. Significance of Home Environment: These findings suggest that Home Environment plays a significant role in shaping Spiritual Intelligence among senior secondary school students. Gender Differences in Home Environment Perception: Moreover, gender differences in the perception of Home Environment highlight the importance of considering gender-specific factors in understanding the home environment's impact. These conclusions underscore the intricate relationship between Home Environment, Spiritual Intelligence, and gender dynamics among senior secondary school students, providing valuable insights for educators, parents, and policymakers. Further research and interventions may explore the specific elements within the Home Environment that contribute to spiritual intelligence and how gender influences these dynamics.

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