

Spiritual Intelligence among Blinds and Sighted Students in Palestine

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Abstract:

Objectives: The study aimed to compare spiritual intelligence among blinds and sighted students in Palestine, while also investigating the influence of demographic variables such as gender, place of residence, educational level, and level of disability

Methods: Employing a Comparative Descriptive methodology, the research utilized the Spiritual Intelligence assessment tool developed by King (2008), consisting of 47 items. The participants included 119 blind students and 60 sighted students in Palestine, all from the 8th and 9th grades, and they were chosen randomly.

Results: The study demonstrated that the spiritual intelligence level among both groups (blinds and sighted) is high, also, there are significant statistical differences in spiritual intelligence level in both groups regarding sex (with a favor toward males), educational level (8th grade for blinds, and 9th grade for sighted), Level of disability (particularly among partially blind students), and place of residence (more pronounced in urban areas).

Conclusions: In conclusion, the research emphasizes the significance of spiritual intelligence in both blind and sighted students in Palestine, shedding light on demographic factors that can influence its development. To foster a holistic educational experience, the study underscores the importance of integrating spiritual well-being into the educational framework, particularly for visually impaired students. This study recommended directing attention toward mental and spiritual well-being among blind students, aiding them in their academic journey. Additionally, the study suggests augmenting the curriculum with expanded vocabulary and concepts aimed at enhancing spiritual intelligence across all educational tiers.

Keywords: Spiritual Intelligence; Blind students; Sighted students; Palestine.

Introduction:

By the end of the 20th century, psychology specialists started to show interest in non-cognitive intelligence. Gardner has introduced the multiple intelligence theory, he realized that intelligence is a set of human multiple abilities and qualifications, and all people have these abilities but at different levels, thus he conducted the multiple intelligence theory in his book "Frames of Mind". After that, Daniel Goleman described emotional intelligence as the person's ability to manage his feelings to be expressed appropriately and effectively. According to Goleman, emotional intelligence is the largest single predictor of success in the workplace.

So, Spiritual intelligence is an "innate ability that an individual possesses which helps him awaken his conscience and enter into states of lofty thinking to confront and manage the events and his relations with his Lord and others, to organize them and communicate with everyone around him." (Skrzypińska 2021, Othman and Al-Otaibi, 2017)

Also, it is "the ability to act with wisdom, compassion, and mercy while maintaining inner and outer peace regardless of external events." (Nasser, 2012).

Hussain (2018: 342) mentioned self-development as "a set of mental abilities that contribute in awareness, integration, and applications of compatibility of the individual in the same atmosphere, and the individual's excellence which leads to such as existential meditation, beautiful image meaning, and realization of self-transcendence and mastery of spiritual states."

Activity, daily events, and events, activism is a virtue (exhibiting tolerance, expressing gratitude, humility). (Al-Sahmah, 2019: 67).

Thus, spiritual intelligence has a set of dimensions which are: self-awareness, spontaneity, response to life, living in a vision and value, a complete vision for lifestyles and relationships, mercy and empathy, and independence from people. (Subhia, 2013). Spiritual intelligence is also characterized by the fact that it refers to the integration of all other types of intelligence, and it reflects the pattern of mental performance of the individual, also it increases with age. (Briky. 2017).

Emmons (2000a) defined five elements of SI: the capacity to transcend the material and physical; the ability to experience heightened levels of consciousness; the capacity to sanctify daily life; the capacity to draw on spiritual resources to address issues; and the capacity to be moral (Skrzypińska, 2021)

According to Griffiths (2017), SI is a higher type of intelligence that awakens the traits and potentials of the true self, including knowledge, compassion, integrity, joy, love, and creativity. Griffiths asserts that SI leads to a more profound sense of meaning and purpose SI also improves a variety of crucial abilities (both life skills and work skills). (Skrzypińska 2021).

The growth of the individual's spiritual intelligence passes in three stages, which (Wilbur, 2001) summarized: The essential phase includes self-awareness through turning to God Almighty and begging Him, praying and thanking God to have peace and comfort during personal crises. And the phase of commitment and solidarity with religion and an extension of the individual's self-concerns to concern about others. Finally, in the post-commitment phase, realizing the purpose of life through self-awareness and understanding the different ways of realizing truth and coexisting with problems (Said et al. 2022).

Individuals with spiritual intelligence also show a set of signs and characteristics, including: (Nasser, 2012: 390): self-flexibility, self-awareness, then the ability to confront and learn from experiences of failure and the things they fear—the ability to link different things and collective thinking.

Spiritual intelligence is a special indicator for an individual; it helps in facing life and choosing the best options, in the way that his brain, heart, and body continue to choose to gain a person's needs from life. Also, it is the motivator that guides to the significance of life in keeping it make sense, and the need to keep the communication between the person and his god in all of the meaning. (Alsahma 2019:66).

Spiritual intelligence cannot be detected unless there are psychological tools and scales, as it needs accurate observation giving us precise mathematical data (Al-Khafaf and Nasser, 2012). The significance of spiritual intelligence appears in giving the individual a precognition in self and raising the confidence in himself and other people, also, making him less stressed and more convenient with what faces him in life. (Othman and Otaibe, 2017).

Spiritual intelligence is linked to many categories and individuals, blindness is one of those. Visual disability had higher interest from educational, psychological, and social specialists than other disabilities. (sisalem, 1995).

Visual impairment means complete blindness, having a reduced field of vision (e.g. tunnel vision or blank spots), blurred vision (partial or complete field

of view), or impaired form vision (e.g. a person may only see at two meters what others may see at 60). Blindness is defined as less than 20/200 vision in the better eye with glasses (vision of 20/200 is the ability to see at 20 feet only what the normal eye can see at 200 feet). Causes of blindness could be either related to the optic nerve or the eyeball. In Palestine, the five leading causes of impaired vision and blindness are age-related macular degeneration, cataracts, glaucoma, diabetic retinopathy, and atrophy of the optic nerve. (McGraw-Hill Concise Dictionary of Modern Medicine. (2002). Retrieved September 16, 2022.)

The factors that interfere with the blind personality include, the time of onset of the vision impairment, it is thought that the critical age is between 5 and 7 years old, since the child who becomes blind at this age is equal to a child who was born blind, due to gradual disappearance of visual memories and become more reliable on other senses in making new memories and experiences, sometimes it is possible to keep visual memories active and effective to use it for a longer time.

The degree of blindness also differs according to being partially or completely blind, both groups are not the same, as a partially blind person can rely on his visual memory in social, educational, and occupational fields. (Musa, 2016 & Faris, 2009).

Literature Review:

Despite the abundance of studies on the spiritual intelligence of ordinary people, few studies are comparing them with people with visual impairments.

Many studies have examined the relationship of spiritual intelligence with concepts of psychology, including:

(Skrzypiska, 2021) evaluated psychological research that is related to the argument over whether SI is a valid psychological construct. Numerous instances from the literature show a connection between SI and other phenomena that are crucial for human functioning, specifically well-being. The study's findings offer suggestions for further research and reinforce theoretical arguments for considering SI as promoting the capacity to seek meaning in life.

Intellectual intelligence, emotional intelligence, and spiritual intelligence have a positive and significant effect on learning achievement (Kirana and Usman 2022)

According to several studies, there is a significant positive correlation between spiritual intelligence and each of the following: emotional intelligence (Al-

Hamouri 2017), academic success for females (Al-Kiyumi and Al-Farisa 2018), psychological compatibility (Abdul-Gawad, 2018), mental processes, problem-solving and self-enhancement (Hosaini et al. 2010), self-esteem (Al-Sulaimi 2018), perceived self-efficacy (Al-Sahma 2019).

However, a study by Karam El-Din, Mohamed, and El-Behairy (2014) found a negative correlation between spiritual intelligence and adolescent depression and mental disorders. Intellectual intelligence, emotional intelligence, and spiritual intelligence have a positive and significant effect on learning achievement (Kirana and Usman 2022)

Other studies examined spiritual and emotional intelligence between sighted people and people with visual impairments, the most important of which is: Rabah's (2017) study, which indicated that individuals with visual impairments have high emotional intelligence and that there are no differences attributed to individual with visual impairments, and the cause and degree of disability.

(Semnanian and KHODABAKHSHI 2017) revealed that the degree of spiritual intelligence is high for people with visual impairment and the sighted and that there are differences between them in favor of the visually impaired, which differed from the study (Safhi, 2015), which showed that there are differences between sighted and visually impaired people in spiritual intelligence, in favor of sighted ones.

Yassin and Muhammad (2017) found that there were no differences in spiritual intelligence attributed to gender and age, Whereas, Bedaiwi and Atbi (2017) found gender differences in favor of males

According to (Muhammad and Tariq, 2017), the feeling of compassion and happiness is a determinant of spiritual intelligence, particularly for people with visual impairments, in addition to (Munawar and Tariq 2018; Yassin and Muhammad 2017), self-compassion and happiness can predict spiritual intelligence regardless of gender, age, socioeconomic level, relationship with happiness, and personal characteristics (Al-Bajidi and Ola, 2015)

By presenting the previous educational literature, the current study was unique because it studied an important topic in the Palestinian environment, and it was not researched before (according to the knowledge of the researcher). Despite its similarity with some previous studies, the current study differs from others in that it aimed to make a comparison between students with visual impairments and

sighted students in Palestine about their spiritual intelligence.

Study Problem:

According to the significance of spiritual intelligence and its impact on performance level, as for its importance among other intelligences because of its vital characteristics for individuals as energy, persistence, enthusiasm, and the development of moral identity; we compare blind and sighted students by asking the main question: **what is the degree of spiritual intelligence among blind and sighted students in Palestine?**

Study Questions:

- What is the degree of Spiritual intelligence dimensions among blind and sighted students in Palestine?
- Does spiritual intelligence level among blind and sighted students differ by sex, class, living area, and the degree of visual impairment?

Study Objectives:

- Identifying the level of spiritual intelligence among Palestinian students, regardless they are blind or sighted.
- Identifying the difference between spiritual intelligence levels among visually impaired and sighted students according to Gender, class, living area, and the degree of visual impairment.

The Significance of the Study:

- Detecting the level of spiritual intelligence among visually impaired and sighted students in Palestine.
- To shed light upon the difference between spiritual intelligence average level among visually impaired and sighted students according to sex, class, living area, and the degree of visual impairment.
- The study takes its value from the value of the targeted category (blinds and sighted), also due to the lack of studies that handled this topic, thus, this will benefit researchers and workers in the field.

Study Limits:

Visually impaired and sighted students in essential elementary school stage from grades 7th – 10th in the year 2021/2022.

Study Terminology:

Spiritual intelligence: a set of abilities and preparations that help individuals face problems and achieve goals in their daily lives (Emmons, 2000a).

Practically, the ability that the person could be more prone to communicate and interact with other people to solve problems and handle daily life events.

Visual impairment: the state at which the individual loses the ability to use sight sense effectively, which has a negative impact on performance and growth, also it may be a partial or complete loss. (Jbour, 2012:3).

Materials and Methods

To achieve the objectives of the study, the descriptive analytical method was used.

Study Population:

The study population consisted of all visually impaired students in Palestine, (2055) students in Palestine (Palestinian Statistics, 2018), and all sighted students.

The Study Sample:

The study sample included (180) visually impaired and sighted, 60 sighted, and 119 visually impaired (males and females) who were chosen randomly. Table (1) shows the distribution of study sample members according to gender, grade, living place, and the degree of impairment variables.

For visually impaired students: 52.1% are males, 47.9% are females, 23.5% from sixth grade, 42.9% from eighth grade, and 33.6% from tenth grade. The degree of disability variable shows that 29.4% is minimal, 20.2% is moderate and 50.4% is very severe. The place of residence variable shows that 50.4% live in the city, 20.2% in refugee camps, and 29.4% in villages.

With regard to sighted students, according to Table (1) the distribution is 50.8% are males and 49.2% are females. The grade variable shows that 11.5% from sixth grade, 62.2% from eighth, and 26.2% from tenth grade. The place of residence variable shows that 63.9% live in the city, 16.4% in refugee camps, and 19.7% in villages.

Table (1): Distribution of individuals with visual impairment and sight according to the study variables

Variable	Level	Sighted		Visually impaired	
		Percentage	Count	Percentage	Count
Gender	Male	50.8	31	52.1	63
	Female	49.2	30	47.9	56
Class Level	6 th	11.5	7	23.5	28
	8 th	62.2	38	42.9	51
	10 th	26.2	16	33.6	40
Place of residency	City	63.9	39	50.4	60
	Refugee camp	16.4	10	20.2	24
	Village	19.7	12	29.4	35
Degree of impairment	Mild			29.4	34
	Moderate			20.2	24
	Residuals of sight			50.4	61

Study Tool:

To measure the variable of spiritual intelligence among visually impaired and sighted students, the scale of spiritual intelligence prepared by (King, 2008) was used. The scale has been readjusted and reproduced in the final form, which consisted of two parts, the first part included the study variables (gender, grade, place of residence, and the degree of disability), while the second part included the scale items, which consisted of (47) items.

Tool Validity:

The validity of the study tool was verified by presenting it to a group of specialized and experienced arbitrators, It was distributed to several arbitrators, and they were asked to express their opinion on the paragraphs of the questionnaire in terms of the extent to which the language of the paragraphs was clear and linguistically sound, and the extent to which the paragraphs included the studied aspect, and they were asked to add any information or edits. According to these notes, the questionnaire was produced in its final form.

On the other hand, the validity of the tool was also verified by calculating the Pearson correlation coefficient for the paragraphs of the questionnaire giving a total score for the tool, and it became clear that there was statistical significance in all the paragraphs of the questionnaire and indicated that

there was good consistency between all paragraphs of the questionnaire.

Tool Reliability:

The researchers verified the stability of the tool, by calculating the reliability coefficient, according to the reliability equation Cranach's alpha, and the total degree of the level of spiritual intelligence among students with visual impairment was (0.98), This result indicates that this tool has good reliability that meets the purposes of the study.

Study Variables:

The independent variables: are gender, grade, place of residence, and degree of disability.

The dependent variable: the response of the visually impaired and sighted students in Palestine, on the scale of spiritual intelligence prepared by (King, 2008).

Results and Discussion:

Results related to the first question: "What is the level of spiritual intelligence among students with visual impairments and sighted ones?"

To answer this question, the Mean and standard deviations of the participant's responses on the items of the scale that express the level of spiritual intelligence were calculated.

Table (2): Mean and standard deviations of the responses of the study sample members to the level of spiritual intelligence among students with visual impairment and sighted

Sighted			Visually impaired			
Domain	mean	Standard deviation	level	mean	Standard deviation	level
Grace	2.55	0.316	High	2.53	0.37331	High
Awareness	2.54	0.317	High	2.54	0.40663	High
superiority	2.52	0.304	High	2.38	0.34887	High
the meaning	2.57	0.319	High	2.39	0.32090	High
the truth	2.55	0.319	High	2.44	0.34690	High
Total	2.56	0.317	2.49	2.49	0.31343	High

It is observed from the previous table, which expresses the averages and standard deviations of the responses of the study sample members on the level of spiritual intelligence among students with visual disabilities and sighted ones, that the arithmetic mean of the total score is (2.49, 2.56) and a standard deviation (0.331, 0.617), and this indicates that the level of spiritual intelligence for both groups is high.

Also the results in Table (2) indicate that the order of the domains for the visually impaired category came from the highest as follows: (awareness, then grace, followed by truth, then meaningfulness, and finally superiority), all of them with a high degree.

For the category of sighted people, they came in succession: (meaningfulness, grace, then truth, followed by awareness, and finally superiority), all of them with a high degree.

Where the fields of grace, truth, and superiority were similar in terms of their arrangement between the two categories, while awareness ranked first for people with visual impairment and meaningfulness came first for sighted people.

Results related to the second question: "Does the level of spiritual intelligence differ among students with disabilities and sighted ones?"

The results of the "T" test and the arithmetic averages of the responses of the study sample members were calculated.

Table (3): The results of the independent samples T-test of the response of the sample members to the level of spiritual intelligence of students with visual impairment and sighted

	no	Mean	Standard deviation	p-value	T-value
Students with visual impairments	119	2.49	0.41770	*0.002	3.103
Sighted students	61	2.56	0.18375		

Table (3) shows that the T-value for the total score is (3.103), and the P-value is (0.002), There is a significant difference in the level of spiritual intelligence among students and favor of the sighted.

Results related to the third question: Does the level of spiritual intelligence of students with visual disabilities and sighted differ according to the

variables of gender, grade, place of residence, and degree of disability?

The independent variables were examined by calculating the results of the arithmetic averages and standard deviations of the responses of the study sample members in the level of spiritual intelligence among students with visual and sighted disabilities and calculated the "T" test, as shown in Table (4).

Table (4): The results of the T-test of the response of the sample members according to the variables of gender, grade, degree of disability, and place of residence

Variable	Level	Sighted		Visually impaired		t	p	Mean	S.D	t	p
		Mean	S.D	Mean	S.D						
Gender	Male	2.67	0.13	6.346	0.00*	2.54	0.34	2.441	0.01*		
	Female	2.44	0.16			2.41	0.29				0.29
Class Level	6 th	2.64	0.14	3.170	0.000*	2.42	0.41	3.162	*0.03		
	8 th	2.43	0.12			2.43	0.26				0.26
	10 th	2.39	0.17			2.39	0.40				0.40
Place of residence	City	2.64	0.15	16.12	0.000*	2.55	0.33	4.06	0.02*		
	Refugee camp	2.36	0.11			2.36	0.27				0.27
	Village	2.47	0.17			2.41	0.34				0.34
Degree of impairment	Mild					2.34	0.44	11.733	0.00*		
	Moderate					2.33	0.31				0.31
	Residual of sight					2.60	0.23				0.23

Results related to the gender variable:

It is evident from Table (4) that the results related to the gender variable that the value of "t" for the total degree of visually impaired students (2.44, 0.013), and among sighted people (6.346, 0.000), that is, there is a significant difference in the level of spiritual intelligence among students with visual disabilities and sighted people Due to the variable of sex, in favor of males.

Results related to academic grade variable:

The arithmetic averages of the response of the study sample members on the level of spiritual intelligence among students with visual disabilities and sighted were calculated according to the grade variable. It was found that there is a significant difference in the level of spiritual intelligence among students with visual disabilities due to the variable of class, and to find out the significance of the differences, one-way ANOVA was used. It was found that the p-value of the total score for people with disabilities (3.160) and the significance level (0.026) is less than the significance level ($\alpha \leq 0.05$), meaning that there is a statistically significant difference in the level of spiritual intelligence among students with visual disabilities due to the grade variable. The results of the (LSD) test were examined to indicate the direction of the differences, and the differences were in favor of the eighth grade.

There are significant differences among sighted students, where one-way ANOVA was used. It was found that the p-value of the total score for sighted students (13.170) and the significance level (0.00) which is less than the significance level ($\alpha \leq 0.05$),

meaning that there are statistically significant differences in the level of spiritual intelligence among sighted students due to the grade variable. The results of the (LSD) test were examined to indicate the direction of the differences, and the differences were in favor of the ninth grade.

Results for the place of residence variable:

The arithmetic averages of the response of the study sample members on the level of spiritual intelligence among students with visual and sighted disabilities were calculated due to the variable of the place of residence. It is noticed from Table No. (3) that there are apparent differences in the level of spiritual intelligence among students with visual disabilities and sighted ones due to the variable of the place of residence, and to find out the significance of the differences, one-way ANOVA was used.

It is noted that the P-value for people with visual disabilities total degree is (4.059) and the significance level (0.020), which is less than the significance level ($\alpha \leq 0.05$), meaning that there are statistically significant differences in the level of spiritual intelligence among students with visual disabilities due to the variable of the place of residence. The results of the (LSD) test show the direction of the differences, and the differences were in favor of the city's residents.

For the sighted, the P-value for the total degree (11.23) and the significance level (0.000) is less than the significance level ($\alpha \leq 0.05$), meaning that there are statistically significant differences in the level of spiritual intelligence due to the variable of the place of residence. The results of the (LSD) test were

examined to indicate the direction of the differences. The differences were in favor of the city's residents as well.

The results of the variable degree of visual impairment:

Arithmetic means were calculated for the response of the study sample to the level of spiritual intelligence of students with visual impairment.

The arithmetic averages of the response of the study sample members on the level of spiritual intelligence among students with visual impairment were calculated due to the degree of disability variable. And the presence of apparent differences in the level of spiritual intelligence among students with visual disabilities due to the variable degree of disability, and to find out the significance of the differences, one-way ANOVA was used, and the P-value for the total score (11.733) and the significance level (0.000) which is less than the significance level ($\alpha \leq 0.05$), meaning that there is statistically significant difference in the level of spiritual intelligence among students with visual impairment due to the degree of disability variable. The results of the (LSD) test were examined to indicate the direction of the differences, and the differences were in favor of the residuals of vision.

Discussion:

The results showed that the total score of the arithmetic mean of visually impaired and sighted persons for spiritual intelligence was high, as the students see that they perform daily personal rituals such as prayer and meditation to help them achieve balance in their lives, as well as they rely on trust and deep faith in God when they face the problems of daily life. The students see that their life is a gift from God and they deserve to live every moment in it. They also feel that they are effective and influential people when they provide help and assistance to others and receive help from them. They show that when making their important decisions they are guided by their inspiration and intuition and agree with what was mentioned by (Wilbur, 2001) in *Summarizing the Growth of Spiritual Intelligence*, Said et al. 2022) and (Nasser, 2012).

The results also showed that there are differences in the arithmetic means of the total score in the level of spiritual intelligence among students with visual impairments and sighted students in favor of the sighted in contrast to the results of (Semnanian and KHODABAKHSHI 2017) study, and agreed with (Muhammad and Tariq 2017), (Al-Hamouri 2017),

and (Munawar and Tariq 2018; Yassin and Muhammad 2017).

The results demonstrated that there are significant differences in the arithmetic mean in the level of spiritual intelligence among students with visual impairment and sight due to the gender variable, in favor of males. Also, the grade variable is in favor of the eighth grade for the visually impaired, and the ninth grade for the sighted. The variable of the place of residence was in favor of the city, and the variable of the degree of disability was in favor of the residuals of vision.

The reason that males with visual impairments have a higher level of spiritual intelligence than females with visual impairments was attributed for that males always have a desire and will to reach a certain goal, which increases their thinking and thus their intelligence. As for females, when they feel a deficiency, this can affect their intelligence level, the results for this variable agreed with Abdel Gawad (2018) and differed from the study of (Akram and Hamdan, 2015) and (Abu Kweik and Al-Saaida 2019), which showed that there were no differences due to the gender variable. And (Al-Kiyumi and Al-Farisa 2018) in favor of females (Munawar and Tariq 2018; Yassin and Muhammad 2017).

Also, the level of spiritual intelligence differs among students with visual impairments and sighted students according to their class, as each class may have its level of intelligence, and we cannot determine it based on a specific class or year.

This study was unique by using the grade variable to measure the degree of differences in the level of spiritual intelligence among students with visual impairments and sighted students, and that the degree of disability has a major role in determining the level of spiritual intelligence among students with visual impairments.

The level of spiritual intelligence differs significantly among students with visual impairment according to their place of residence. Students who live in cities have a higher percentage of spiritual intelligence than students who live in villages or refugee camps.

This is the only study that used the variable of place of residence to measure the degree of differences in the level of spiritual intelligence among students with visual impairments and sighted students.

Conclusions:

In conclusion, this study has delved into a comprehensive exploration of spiritual intelligence among both blind and sighted students in Palestine.

Through a meticulous analysis of demographic variables including gender, place of residence, educational level, and level of disability, the study has provided valuable insights into the intricate interplay between these factors and the manifestation of spiritual intelligence.

The findings of this research have underscored the high levels of spiritual intelligence exhibited by both blind and sighted student groups. Moreover, the study's identification of significant statistical differences based on gender, educational level, level of disability, and place of residence has illuminated the nuanced nature of spiritual intelligence development within these groups. The recognition of distinct patterns within these demographic factors highlights the multifaceted nature of spiritual intelligence, reaffirming its relevance and significance within the academic context.

These insights carry valuable implications for educational institutions and policymakers. The study's recommendations emphasize the importance of recognizing and nurturing the mental and spiritual well-being of blind students, offering avenues for enhanced academic support and personal growth. Additionally, the proposal to augment the curriculum with expanded vocabulary and concepts geared towards enriching spiritual intelligence presents an opportunity to foster holistic development across all educational levels.

As this study draws to a close, it accentuates the pivotal role of spiritual intelligence in shaping the educational experiences of students with varying visual abilities. It advocates for the integration of spiritual well-being into the educational framework, underscoring its potential to contribute to the overall growth, resilience, and fulfillment of students, both blind and sighted. Ultimately, this research serves as a stepping stone towards a more inclusive and spiritually enriching educational landscape, where every student can embark on a journey of holistic development and self-discovery.

The implications of this study resonate beyond the boundaries of the Palestinian context, offering valuable insights that can inform educational strategies and approaches worldwide. With a renewed focus on spiritual intelligence, educational institutions can embrace a holistic vision of student development, fostering a learning environment that empowers students to thrive academically, emotionally, and spiritually.

Recommendations:

According to the findings of this study, the researcher recommends the following:

- Encouraging students with visual impairments and sighted students to meditate, excel, and solve issues in a variety of ways through educational situations included in the curriculum.
- Paying attention to the mental health of students with visual impairments and sighted students and helping them to adapt to school.
- Strengthening the curriculum and enriching it with vocabulary increases the effectiveness of spiritual intelligence among students with visual impairments at all educational levels.
- The need for the Ministry of Education in Palestine to increase programs and training courses for teachers that would help and enable them to assist students with visual impairments in developing their abilities and increasing their level of spiritual intelligence.
- Conducting studies similar to the current study dealing with several variables that the current study could not investigate.

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