

A STUDY OF RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE, EMOTIONAL INTELLIGENCE AND MINDFULNESS ON COGNITIVE FLEXIBILITY AMONG HIGHER SECONDARY STUDENTS.

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ABSTRACT

Higher secondary students experience absence of freedom as well as a pressure on future planning. Students are put in immense pressure nowadays due to the increasing competitiveness in the field of education to prove themselves effective. This needs to be taken into consideration at top priority to protect students from manipulative behaviours. Therefore, the purpose of the study was to investigate the influence of Spiritual intelligence, emotional intelligence and mindfulness over Cognitive flexibility of higher secondary students in Chennai district. A total of 1200 students (600 boys and 600 girls) from three different schools in Chennai district were selected by stratified random sampling method to participate in this study. The Spiritual Intelligence self-report inventory by D. King (2008), Indigenous Emotional Intelligence scale by Olukayode Ayooluwa Afolabi (2017), Toronto Mindfulness scale (TSM) developed by Mark A.Lau (2006) and Cognitive flexibility inventory(CFI) developed by John P. Dennis & Jillon S. Vander Wal (2009). Statistical analysis, t-test, ANOVA, Pearson correlation, Multiple regression and Structural Equation Modelling (SEM), were used to explore association between the selected variables. The result of this study showed that there is significant difference between boys and girls with regard to Spiritual intelligence, emotional intelligence, mindfulness and cognitive flexibility. There is significant difference among students owing to birth order with regard to spiritual intelligence, emotional intelligence and cognitive flexibility, there is no significant difference in mindfulness owing to order of birth. The correlation analysis result revealed that higher the spiritual intelligence, emotional intelligence and mindfulness higher the cognitive flexibility of higher secondary students. Mediation effect of Mindfulness between Emotional Intelligence, Spiritual intelligence and Cognitive flexibility respectively was found to be effective. Direct effect of mindfulness towards cognitive flexibility was found to be significantly strong. The effect of emotional intelligence towards mindfulness was found to be negative indicating that emotional intelligence does not exhibit influence in promoting mindfulness.

Key words: Spiritual Intelligence, Emotional intelligence, Mindfulness, Cognitive Flexibility

Introduction

The growing trend in education focuses on the all-round development of a child. The Paradigm of teaching and learning has now shifted from cognitive development towards the development of spiritually intelligent and emotionally stable child as well. We try to analyse the society we are in but we pay less attention to analyse our inbuilt potentials such as Spiritual Intelligence, Emotional Intelligence and Mindfulness that provides the base for every individuals' social wellbeing. Being flexible in skills and adaptability has become an essential quality of individuals to shine in ones' career as well as education.

Theoretical framework

The renowned educationist J. Krishnamurthy viewed education as a tool to “bring out” the best from students in all aspects. Etymologically, education means bringing out the potential of an individual. Ironically, our present education system lacks in bringing out the psychological factors that is essential for a child, to be socially acceptable individual. Our current education system has started to recognize the need for developing Spiritual and Emotional Intelligence among students to build up a society with ethical consideration in their life.

Spiritual Intelligence

Spiritual intelligence(SI) is the ability to behave with wisdom and compassion, while maintaining inner and outer peace regardless of the situation. Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. It is more than individual mental ability. Spiritual intelligence is the higher level of intelligence that includes all the Intelligence namely emotional, cognitive, psycho motor, ethical and interpersonal. Educationists states that individuals with high spiritual intelligence demonstrate higher measures of satisfaction and performance. King (2008) defined Spiritual Intelligence as “A set of adaptive mental capacities based on non-material and transcendent aspect of reality, specifically those that contribute to the awareness, integration and adaptive application of the non-material and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of transcendent self, and mastery of spiritual states.” Tiwary (2013) observes that education has four pillars – knowledge, wisdom, spiritual perception and eloquent speech. Nemati E, et.al.(2014) studied the role of Mindfulness and Spiritual intelligence in students' mental health and found that there exists significant negative correlation between spiritual intelligence and Mindfulness. This article tends to analyse spiritual intelligence in varied perspective.

Emotional intelligence

Goleman, Daniel (1998) has defined Emotional Intelligence as “the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions both in us and in our relationships. “He further explains that “Emotionally Intelligent people are in touch with their feelings and in tune with the world around them.” Prem Shankar Srivastava (2017) observes that there is a problem of lack of Spiritual intelligence within individuals in India today because each and every school or college or university suffers from affective ability and it is because of this problem that our entire educational system is going aimlessly. Saranya & Sangeetha (2017) found that girls have higher level of spiritual intelligence compared to male students, in contradiction to that Anandan Nair et al. (2017) observed that there is no significant difference in the Spiritual Intelligence among higher secondary school boys and girls. Emotional Intelligence(EI) refers to the ability of an individual to manage one’s own emotions despite of the environmental conditions and others emotional influences. Emotional intelligence was described by Salovey and Mayer (1990) as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use the information to guide one’s thinking and actions”. Emotional intelligence is an outgrowth of two areas of psychological research namely Cognitive and affective domains interlinked with that of intelligent factors. Gardner’s (1983) ‘personal intelligence,’ that includes the capacities involved in accessing one’s own feelings in daily life (intra personal intelligence) and the ability to monitor others’ emotions, feelings and mood (interpersonal intelligence), provided a compatible backdrop in considering emotional intelligence as a viable component to be used in present research. Arbabisarjou Azizollah (2013) studied the relation between emotional intelligence, spiritual intelligence and students’ academic achievement and found that there is a significant relationship between emotional intelligence and spiritual intelligence among students of university of Isfahan.

Mindfulness

Mindfulness is the basic human ability to be fully present, aware of the physical environment. With heightened academic stress and pressure on higher secondary students, resulting in less time for relaxation such as play and arts, students today are faced with lots of absent mindedness. Such conditions can negatively impact in learning, memory, cognition and mental health problems. “We understand mindfulness as a non- judgemental, accepting awareness of moment-by-moment experience” Bishop et al. (2004). Schutte & Malouff (2011) studied mediation effect of emotional intelligence between mindfulness and subjective well-being, found that there is a significant positive relationship between emotional intelligence and mindfulness.

Cognitive flexibility

Cognitive flexibility has been described as the mental ability to switch between thinking of two different concepts simultaneously. A crucial role of education is to help students learn as well as appropriately apply and adapt what they have learnt to novel situations. Cognitive flexibility is the crucial success both in classroom settings and in applying the knowledge acquired through education in real life situations. In general, “the ability to switch cognitive sets to adapt to changing environmental stimuli is the main component of Cognitive flexibility”. Dennis JP, Vander Wal JS. (2009). Charoentanaporn (2015) attempted to investigate factors influencing spiritual intelligence, findings revealed that there is no correlation between spiritual intelligence and cognitive flexibility.

Problem description:

The plight of students in present education system has put them into immense pressure that literally affects their emotional wellbeing. Teaching of morale and ethical values through spiritual education will reduce such emotional instability among students and in turn promote mindfulness and cognitive levels of students. In order to concentrate in promoting spiritual, emotional, cognitive ability and mental health of students, we need to analyse the relationship between them. This study intends to find out the relationship among these factors, which would help the educationists to construct a frame work for teaching learning process using the outcomes. Hence, the variables spiritual intelligence, emotional intelligence, mindfulness and cognitive flexibility has been chosen for the study.

Methodology:

The present study is a quantitative correlational research. Survey through questionnaires was the main data collection method. Participants were students from different higher secondary schools of Chennai district. A sample of 1200 students (600 boys and 600 girls) were selected by using Stratified random sampling technique. Tools used for the survey are Spiritual Intelligence self-report inventory by D. King (2008), Indigenous Emotional Intelligence scale by Dr. Olukayode Ayooluwa Afolabi (2017), Cognitive flexibility inventory (CFI) designed by Dennis and Vander Wal (2010) and Toronto Mindfulness scale (TMS) developed by mark A. Lau (2006) along with some personal details required for the study.

The Spiritual Self-Report Inventory (SISRI) was developed by D. King (2009) that assessed spiritual intelligence based on four sub scales which are critical existential thinking (CET;7 items), personal meaning production (PMP; 5 items), transcendental awareness (TA;7 items), and conscious state

expansion (CSE; 5 items). The 24 items with 5-point Likert scale. The Cronbach alpha reported by King (2008) was 0.95. The Cronbach alpha calculated for this study is 0.76

Indigenous Emotional Intelligence scale developed by Olukayode Ayooluwa Afolabi (2017) based on seven sub scales namely Interpersonal skills, Empathetic response, Stress Tolarence, Optimism, Assertiveness, Problem solving and Flexibility. The scale consists of 40 questions measured with 5-point Likert scale. The reliability value reported by Afolabi was 0.79. The Cronbach alpha calculated for this study is 0.86

Cognitive flexibility inventory (CFI) designed by Dennis and Vander Wal was used for the study. It is a 20 item self-report tool that measures CF required for the individual's success in challenging and replacing destructive thoughts with productive ones. Questions are scored on a 7-point Likert-type scale. The reliability value as reported by Dennis & Vander Wal was 0.91. The Cronbach alpha calculated for this study is 0.80

Toronto Mindfulness scale (TMS) developed by Mark A. Lau (2006) with two distinct dimensions Curiosity and Decentring with 13 items. The reliability value as reported by Lau was 0.86. The Cronbach alpha calculated for this study is 0.80.

The participants were administered with the questionnaires which consisted of the measures described above in various schools of Chennai district. The items were prepared in English and Tamil. The internal consistency test was performed on the four constructs using Cronbach's alpha value for 1200 samples. The data was collected with some personal information of the students. Correlation analysis between Spiritual Intelligence(SI), Emotional Intelligence(EI), Mindfulness(MI) and Cognitive Flexibility(CF), the mediating effect of MI & EI Between SI and CF was also analysed using Structural Equation Modelling (SEM) in AMOS. The study aims at testing the significant relationship of mindfulness, emotional intelligence and spiritual intelligence with cognitive flexibility, and to analyse the mediation effect of mindfulness towards relationship between emotional intelligence & spiritual intelligence towards cognitive flexibility. Hence the following null hypotheses were framed:

H₀₁: There is no significant difference in psychological factors of cognitive flexibility owing to Gender.

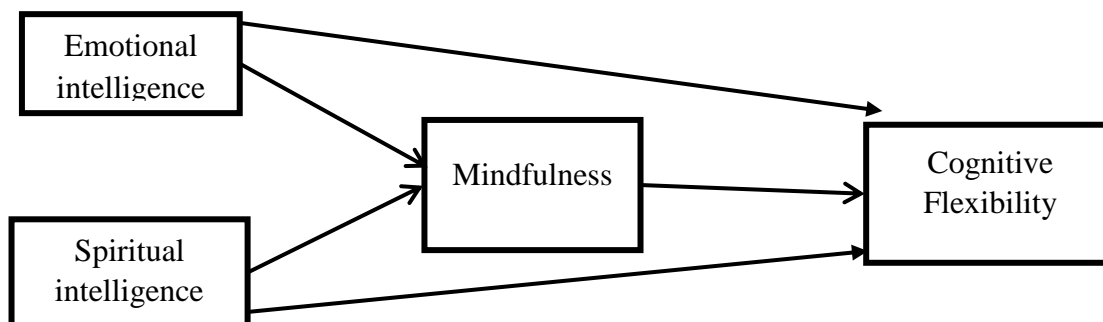
H₀₂: There is no significant difference among psychological factors of cognitive flexibility owing to birth order.

H₀₃:There is no significant relationship between Mindfulness, Emotional intelligence, Spiritual intelligence and Cognitive flexibility.

H₀₄:The variables namely spiritual intelligence, emotional intelligence and mindfulness will have significant contribution towards cognitive flexibility of higher secondary students.

H₀₅: The hypothesized model does not have a good fit

Fig.1 Proposed SEM model for the study.



Inferential analysis of the data

Analysis of the collected data was done using SPSS 25, t-test, ANOVA followed by Duncan multiple range test (DMRT), Pearson’s correlation, Multiple Regression analysis and Structural Equation Modelling (SEM) was used to measure interrelationship among variables as state by the Hypotheses.

Hypotheses I

Null hypotheses: There is no significant difference in psychological factors of cognitive flexibility owing to Gender

Table1.1 significance of mean difference between Boys and Girls with respect to Mindfulness, Emotional Intelligence, Spiritual Intelligence and Cognitive Flexibility of students.

Factors of cognitive flexibility	Gender				t value	P value
	Boys (N=1200)		Girls (N=1200)			
	Mean	SD	Mean	SD		
Spiritual Intelligence	106.73	5.91	105.30	6.51	3.999	<0.001**
Emotional Intelligence	180.85	9.77	178.05	12.39	4.360	<0.001**
Mindfulness	60.15	2.06	59.80	2.02	2.946	0.003*
Cognitive Flexibility	133.98	4.48	133.06	4.82	3.394	0.001**

Note:1. ** significant at 0.01 level

2. * significant at 0.05 level

Since P value is less than 0.05, the null hypothesis is rejected at 5% level, with regard to Mindfulness, P value is less than 0.01. the null hypothesis is rejected at 1% level, with regard to emotional intelligence, spiritual intelligence and cognitive flexibility. Hence, there is significant difference between boys and girls with regard to Spiritual intelligence, emotional intelligence, mindfulness and cognitive flexibility. Based on mean score, boys were found to be better in spiritual intelligence, emotional intelligence, mindfulness and cognitive flexibility.

Boys generally tend to easily take up multiple tasks from younger age. They can manage their emotions as they are brought up to with stand emotional conditions, girls are more prone to react towards emotional situations. This finding predict the exact situation prevailing in Indian context.

Hypothesis II

Null hypothesis: There is no significant difference in psychological factors of cognitive flexibility owing to birth order

Table 1.2 Analysis on Spiritual Intelligence, Emotional Intelligence, Mindfulness and Cognitive Flexibility with respect to birth order of students

Psychological factors of Cognitive Flexibility	Birth order						F value	P value
	First		Second		Third			
	Mean	S.D	Mean	S.D	Mean	S.D		
Spiritual Intelligence	105.51^a	6.80	106.51^b	5.67	105.18^a	7.04	5.192	0.006**
Emotional Intelligence	178.77^{ab}	12.33	180.27^b	9.87	177.91^a	13.25	4.576	0.010**
Mindfulness	60.09	2.09	59.95	2.06	59.90	1.94	0.646	0.524
Cognitive Flexibility	132.91^a	4.99	133.83^b	4.46	133.35^{ab}	4.82	4.017	0.018*

Note: Different alphabet among order of birth denotes significant at 5% level using DMRT

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to the factors of cognitive flexibility such as spiritual intelligence and emotional intelligence. Hence, there is significant difference among students owing to birth order with regard to spiritual and emotional intelligence. Since P value is less than 0.05, the null hypothesis is rejected at 5% level with regard to Cognitive flexibility of students. Hence, there is significant difference among students owing to birth order in cognitive flexibility.

Based on Duncan Multiple Range Test (DMRT) student of first and third order of birth significantly differ from second in order of birth at 5% level, but there is no significant difference between First and third order of birth on spiritual intelligence.

Based on Duncan Multiple Range Test (DMRT) students of third and second order differ significantly in emotional intelligence, but students of first order have no significant difference with second and third order of birth in emotional intelligence

Since P value is greater than 0.05, Null hypothesis is accepted, that there is no significant difference in mindfulness owing to order of birth. Mindfulness is the quality of an individual to beware of situations they are in, students need to be and will be aware in class room situations to understand concepts taught. Hence, there is no difference in being mindful among boys and girls.

Hypothesis III

Null hypothesis: There is no significant relationship between Spiritual Intelligence, Emotional Intelligence, Mindfulness and Cognitive flexibility

Table1.3 Correlation Matrix showing inter correlation of spiritual intelligence, Emotional intelligence, Mindfulness and Cognitive flexibility among students.

Psychological factors of cognitive flexibility	Spiritual intelligence	Emotional intelligence	Mindfulness	Cognitive flexibility
Spiritual intelligence(SI)	1.000	0.822**	0.466**	0.596**
Emotional intelligence(EI)	-	1.000	0.587**	0.601**
Mindfulness(MI)	-	-	1.000	0.212**
Cognitive Flexibility(CF)	-	-	-	1.000

The inter correlation between the independent variables of the study shows significant relation among themselves and also with the dependent variable. It is interesting to note that Spiritual intelligence, Emotional intelligence and Mindfulness influence Cognitive flexibility of higher secondary students. The independent variables such as spiritual intelligence, emotional intelligence and mindfulness correlate significantly with cognitive flexibility positively. Therefore, the result revealed that higher the spiritual intelligence, emotional intelligence and mindfulness higher the cognitive flexibility of higher secondary students.

The result of the simple correlation presented above has necessitated further analysis using a multiple regression in order to obtain the true contribution of the related independent variables on the cognitive flexibility of higher secondary students in the present investigation.

This finding is in contradiction with the findings of Nemati et.al. (2017), that spiritual intelligence is not significantly correlated with mindfulness. The finding is in agreement with the findings of Arbabisarjou Azizollah (2013), that spiritual intelligence is significantly correlated to emotional intelligence. Nicola & John (2011) found that emotional intelligence is positively correlated with mindfulness, which is in contradiction to the findings of this study. Charoenchanaporn (2016) explored factors influencing spiritual intelligence among Theravada Buddhists in Bangkok found that there is no significant correlation between spiritual intelligence and cognitive flexibility, which is in contradiction with the findings of the study.

The result shows that Emotional intelligence and Spiritual intelligence, Mindfulness and Cognitive flexibility has a close relation with each other. It implies that a Spiritually intelligent person exhibits emotional intelligence that in turn contribute to their Mindful activity in learning process that enhances Cognitive flexibility that fosters them to become a multifaceted individual.

Hypothesis IV

Null hypothesis: The variables namely spiritual intelligence, emotional intelligence and mindfulness will have significant contribution towards cognitive flexibility of higher secondary students.

Regression is the determination of statistical relationship between two or more variables. In simple regression two variables are used. One variable (independent) is the cause of the behaviour of another one (dependent). When there are more than two independent variables the analysis concerning relationship is known as multiple correlations and the equation describing such relationship is called as the multiple regression equation. Regression analysis is concerned with the derivation of an appropriate mathematical expression is derived for finding values of a dependent variable on the basis of independent variable. It is thus designed to examine the relationship of a variable Y to a set of other variables $X_1, X_2, X_3, \dots, X_n$. the most commonly used linear equation in $Y = b_1 X_1 + b_2 X_2 + \dots + b_n X_n + b_0$ Here Y is the dependent variable, which is to be found. X_1, X_2, \dots and X_n are the known variables with which predictions are to be made and b_1, b_2, \dots, b_n are coefficient of the variables. In this study, the dependent variable is **Cognitive flexibility**, Independent variables are **Spiritual intelligence, Emotional intelligence and Mindfulness** and analysis are discussed as follows:

Dependent variable : Cognitive flexibility (Y)

Independent variable :1. Spiritual intelligence (X₁)

2. Emotional intelligence (X₂)

3. Mindfulness (X₃)

Table 1.4.1**Summary of Multiple Regression Analysis of higher secondary students.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Value	P Value
1	0.842 ^a	0.708	0.708	3.739	1452.980	0.002**

The multiple correlation coefficient is 0.842. It measures the degree of relationship between the actual values and the predicted values of the cognitive flexibility. Since the predicted values are obtained as a linear combination of independent variables. The value 0.842 indicates that the relationship between Cognitive flexibility of higher secondary students and the three independent variables is quite strong and positive.

The Coefficient of Determination R-square measures the goodness-of-fit. The value of R square is 0.708 and this means that the variables such as spiritual intelligence, emotional intelligence and mindfulness contributes to the extent of 70.8% to the cognitive flexibility of higher secondary students and it is significant at 1% level.

Table 1.4.2**Regression of Cognitive flexibility on Spiritual intelligence, Emotional intelligence and Mindfulness of higher secondary students.**

Variables	Unstandardized Coefficients		Standardized Coefficients	't'-value	P-value
	B	Std. Error	Beta		
(Constant)	110.213	6.379		17.277	<0.001**
Spiritual intelligence	0.044	0.039	0.032	1.126	0.001**
Emotional intelligence	0.128	0.033	0.131	3.914	<0.001**
Mindfulness	0.062	0.069	0.030	0.904	0.002**

The multiple regression equation is $Y = 110.213 + 0.032X_1 + 0.131X_2 + 0.030X_3 + \dots$ Standard error score from

Using this standardized regression equation, the individual contribution of each variable X_1, X_2 and X_3 towards the cognitive flexibility (Y) of the higher secondary students can be found out.

From the table 1.4.2, it is inferred that positive sign implies that cognitive flexibility would increase by 0.032, 0.131 and 0.030 for every unit increase in spiritual intelligence, emotional intelligence and mindfulness respectively.

The Beta coefficient value from the above table reveals that the most important predictor for cognitive flexibility in the case of higher secondary students is emotional intelligence followed by spiritual intelligence and mindfulness. All these variables collectively contribute to the extent of 70.8% to the cognitive flexibility of higher secondary students. The coefficient value of spiritual intelligence, emotional intelligence and mindfulness were significant at 1% level. Hence, the formulated hypothesis that the variables namely, spiritual intelligence, emotional intelligence and mindfulness will have significant contribution towards the cognitive flexibility of higher secondary students is accepted.

Hypothesis V

Null hypothesis: The hypothesized model does not have good fit

A Structure Equation modelling of cognitive flexibility, emotional intelligence, spiritual intelligence and mindfulness were conducted to estimate parameters. This SEM technique is more acceptable than stepwise regression techniques as in this technique all mediation paths of variables in this study were measured simultaneously.

Fig2. Showing the mediation effect of mindfulness between Spiritual Intelligence & Emotional Intelligence towards Cognitive Flexibility.

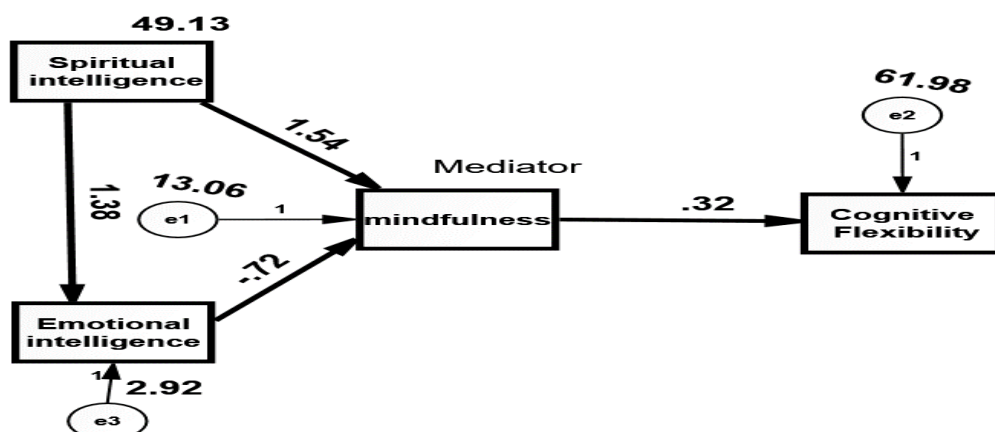


Fig2. Factors influencing Cognitive flexibility among higher secondary students. Structural equation model run at the construct level with model fit indices: Relative Chi square =3.226 (<5.0;p= 0.199),RMSEA =0.045 (<0.08), CFI = 0.999 (>0.09),GFI = 0.995 (>0.9), NFI =0.998 (>0.9) ;Analysis done with SPSS AMOS 25

Table 1.5.1
Variables in the Structural Equation Modelling analysis

Variables			Unstandardized co-efficient (B)	S.E of B	Standardised co-efficient (Beta)	t value	P value
Spiritual intelligence	<--	Mindfulness	0.368	0.026	1.54	14.195	<0.001**
Spiritual intelligence	<--	Emotional intelligence	0.777	0.037	1.38	21.080	<0.001**
Emotional intelligence	<--	Mindfulness	1.478	0.050	0.72	29.829	<0.001**
Mindfulness	<--	Cognitive flexibility	1.539	.055	0.32	27.872	<0.001**

From the above table (Table1.5.1), Unstandardized coefficient of mindfulness on Spiritual intelligence is 0.368 represents the partial effect of Mindfulness on Spiritual intelligence, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that Spiritual intelligence would increase by 0.368 for every unit increase in Mindfulness and its coefficient value is significant at 1% level.

Unstandardized coefficient of Emotional intelligence on Spiritual intelligence is 0.777 represents the partial effect of Emotional intelligence on Spiritual intelligence, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that Spiritual intelligence would increase by 0.777 for every unit increase in Emotional intelligence and its coefficient value is significant at 1% level.

Unstandardized coefficient of Mindfulness on Emotional intelligence is 1.478 represents the partial effect of Mindfulness on Emotional intelligence, holding the other path variables as constant. The estimated negative sign implies that such effect is negative that Emotional intelligence would decrease by 1.478 for every unit increase in Mindfulness and its coefficient value is significant at 1% level.

Unstandardized coefficient of Cognitive flexibility on Mindfulness is 1.539 represents the partial effect of Cognitive flexibility on Mindfulness, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that Mindfulness would increase by 1.539 for every unit increase in Cognitive Flexibility and its coefficient value is significant at 1% level.

Based on Standardized coefficient, Mindfulness on Spiritual intelligence (1.54) is most influencing path in this SEM model, followed by Emotional intelligence on Spiritual intelligence (1.38), Mindfulness on Emotional intelligence (0.72) and Cognitive flexibility on Mindfulness (0.32).

The findings prove that Emotional intelligence negatively influence mindfulness of a student because mindfulness means being aware of environment or the situation they are in and emotionally intelligent means intelligent way of expressing emotions in a pleasantry manner. Student aware of the situation may exhibit controlled emotions or uncontrollable negative emotions depending on their ability to control their emotions. The outcome of the study makes it evident. The findings predict that though there exists negative relationship between Emotional Intelligence and Mindfulness the positive influence of Mindfulness towards cognitive flexibility would enhance the relationship among Emotional intelligence and Cognitive flexibility. It is evident that the mindful move of students, analysing the situation will enhance the level of Cognitive shifting ability though they are tending to emotions.

Table 1.5.2 Fitness ratio of modified model using SEM analysis.

	CMIN	CMIN/DF	GFI	AGFI	NFI	CFI	RMR	RMSEA	P value
Model	310.065	1.613	0.995	0.926	0.998	0.999	0.046	0.045	0.003

From the above table it is found that the calculated P value is 0.003 which is lesser than 0.01 which indicates the model is perfectly fit. Here the Goodness of Fit Index (GFI) value is 0.995 and Adjusted Goodness of Fit Index (AGFI) value is 0.926 is greater than 0.9 which represent it is a good fit. The calculated Normal Fit Index (NFI) value is 0.998 and Comparative Fit Index (CFI) value is 0.999 indicates that it is a perfectly fit and also it is found that Root Mean Square Residuals (RMR) and Root Mean Square Error of Approximation (RMSEA) value is 0.045 which is less than 0.08 which indicates that it is perfectly fit model. Hence, the null hypotheses that the hypothesized model does not have good fit is rejected.

Spiritually intelligent is the higher level of intelligence that activates the qualities such as wisdom, integrity, peace and compassion of an individual. The findings predict that a Spiritually intelligent student would be more aware of the environment and henceforth be more flexible in adapting to varied tasks at an instance.

The results depicted that there is strong association existing among all four variables (spiritual intelligence, emotional intelligence, mindfulness and cognitive flexibility). The results prove that the variables emotional intelligence, spiritual intelligence and mindfulness are significantly related to

cognitive flexibility. The mediation of mindfulness proved to be effective between spiritual intelligence and cognitive flexibility, it was proved to be not so effective mediation between emotional intelligence and mindfulness. Mindfulness has a direct significant effect on cognitive flexibility.

The main aim of current study was to carry out an empirical exploration of association between spiritual intelligence, emotional intelligence and mindfulness with cognitive flexibility and the mediating effect of mindfulness on emotional intelligence, spiritual intelligence towards cognitive flexibility. This study proved that the mindfulness affects cognitive flexibility of higher secondary students through emotional intelligence and spiritual intelligence. It is concluded that if educational reforms focus on the promotion of emotional and spiritual intelligence along with mindful meditation practices student's cognitive flexibility would be improved so has to become a competent individual.

As there is no prior study existing in educational research using SEM analysis which combines the Cognitive flexibility with mindfulness, spiritual intelligence and emotional intelligence of students that shows the direct and mediation effect of mindfulness with the combination of variables spiritual intelligence and emotional intelligence towards cognitive flexibility. Therefore, there is no literature found to cite with the results of this research. The results of this research are not universal. The present study was limited to higher secondary schools in Chennai district. So, the results might not be helpful for other district schools which operate demographically in different countries and cultures. Thus, future study might increase the sample size by collecting data from different districts, states and countries to make the outcomes more universal and helpful for globalized education.

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