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Abstract

The study aimed to explore spiritual intelligence and its relationship with strategies for coping with psychological and social stress among high school students in the villages of East Jerusalem. It also sought to examine the relationship between spiritual intelligence and other variables. To achieve the study's objectives, the researcher employed a correlational methodology. The study population consisted of all high school students in the villages of East Jerusalem, totaling 8,394 students. A random sample of 205 questionnaires was selected for the study. The researcher used two tools: the Spiritual Intelligence Scale and the Psychological and Social Stress Coping Strategies Scale.

The study results indicated that the level of spiritual intelligence among high school students in the villages of East Jerusalem was high, with an average of 80.1%. The results did not reveal statistically significant differences in the level of spiritual intelligence attributed to gender and economic status, while differences were found related to the place of residence, favoring students from urban areas. Additionally, no differences were found in coping strategies for stress related to gender and economic status.

The findings showed that the level of coping strategies for psychological and social stress among high school students in the villages of East Jerusalem was high, at 87.17%. The results indicated differences in religious coping strategies, favoring urban students, and in the "emotional coping" and "inappropriate behavioral strategy" favoring students from private schools. The study also found a positive correlation between spiritual intelligence and positive coping strategies, and a negative correlation with inappropriate behavioral strategies.

In light of the study's results, the researchers made several recommendations, including the need to systematically and effectively enhance the spiritual and value-based aspects of the programs and activities offered to high school students in rural areas.

Keywords: Spiritual Intelligence, Coping Strategies, Psychological and Social Stress, High School Students, East Jerusalem Village School.

Introduction:

Spiritual intelligence is one of the most important approaches to overcoming psychological problems, particularly psychological stress. Intelligence is defined as a mental process associated with an individual's ability to analyze, plan, solve problems, draw conclusions, think abstractly, make quick decisions, gather and organize ideas, acquire languages, learn rapidly, perceive emotions, express feelings, and understand the emotions of others (Al- Sabahi, 2014). It can also be defined as the intelligence that enables an individual to develop spiritual capacities and abilities, fostering a deeper sense of life's meaning, confidence, and the ability to solve and confront life challenges (Al-Obaidi, 2014**.(**

The researchers have operationally defined spiritual intelligence as the score a secondary school student obtains on the spiritual intelligence scale used in this study. Since spiritual intelligence contributes to reducing various forms of stress, this study focuses on coping strategies for psychological and social stress. Al-Shwaiter (2017) defined psychological and social stress as a state of tension and pressure experienced by an individual due to social challenges, personal issues, professional responsibilities, and economic conditions. The concept of coping strategies refers to the methods and techniques individuals use to manage and adapt to the psychological and social stress they encounter in daily life (Jaber, 2019**.(**

The researchers have operationally defined coping strategies for stress as the score a secondary school student obtains on the coping strategies for psychological and social stress scale used in this study. As psychological stress increases among students, the need to develop effective coping mechanisms becomes more critical. Implementing strategies to mitigate the effects of psychological stress is essential for achieving psychological balance and well-being (Al- Abideen, 2012**.(**

Research Problem:

The researchers observed that many students suffer from psychological stress due to the high number of exams and assignments, as well as anxiety about grades and academic performance. These stressors lead to increased levels of anxiety, tension, and depression, highlighting the need for effective coping strategies. Modern approaches emphasize the role of spiritual intelligence in managing stress, either through the curriculum itself or through specialized training programs designed to enhance students' spiritual intelligence. Strengthening spiritual intelligence can help students develop creative solutions to reduce psychological stress**.**

The following main question summarizes the study problem:

What is spiritual intelligence, and what is its relationship with coping strategies for psychological and social stress among high school students in the eastern village schools of the governorate**?**

To answer this question, the study examines the following sub-questions:

1) What is the level of spiritual intelligence among high school students in the eastern village schools of the governorate**?**
2) Do the perceptions of the study sample regarding the level of spiritual intelligence among high school students in these schools vary based on gender, age, or place of residence**?**
3) What is the level of psychological stress experienced by high school students in the eastern village schools of the governorate**?**
4) Do the perceptions of the study sample regarding the level of psychological and social stress among high school students in these schools vary based on gender, age, or place of residence**?**
5) Is there a correlation between the level of spiritual intelligence and coping with psychological and social stress among high school students in the eastern village schools of the governorate**?**

Research Objectives:

This study aims to**:**

1) Identify the level of spiritual intelligence among high school students in the eastern village schools of the governorate**.**
2) Examine the role of gender and place of residence in the level of spiritual intelligence among high school students in these schools**.**
3) Assess the level of psychological and social stress coping among high school students in the eastern village schools of the governorate**.**
4) Investigate the impact of gender, economic status, and place of residence on the level of psychological and social stress coping among high school students in these schools**.**
5) Determine whether there is a statistically significant correlation at the level of ($\alpha \leq 0.05$) between spiritual intelligence and coping with psychological and social stress among high school students in the eastern village schools of the governorate**.**
6) Provide recommendations and suggestions regarding spiritual intelligence and its relationship with coping strategies for psychological and social stress among high school students in these schools**.**

The importance of the Study:

Theoretical Importance:

- Contributes to academic libraries by presenting a recent study on spiritual intelligence and its relationship with coping strategies for psychological and social stress among high school students .
- Adds new knowledge about spiritual intelligence and its role in managing stress through the application of the Spiritual Intelligence Scale and the Psychological and Social Stress Scale .
- Represents one of the latest studies addressing this topic in the context of high school students in the eastern village schools of the governorate, enhancing academic understanding of the subject.

Practical Importance :

- Provides school administrators, teachers, and social counselors with valuable insights into spiritual intelligence and its role in coping with psychological and social stress, helping them develop effective support strategies .
- Contributes to shaping educational policies that promote spiritual intelligence as a key factor in improving students' ability to handle stress .
- Offers findings that can be applied in public and private high schools in the eastern villages of the governorate during the 2023/2024 academic year, ensuring practical benefits from the study.

Previous Studies

The study by Al- Kayoumi & Al- Freeseh (2018) aimed to measure the size and direction of the relationship between spiritual intelligence and academic achievement among 11th-grade students in Al-Suwaiq, Oman. The study employed a correlational approach and used the King Spiritual Intelligence Scale (2008). The sample consisted of 249 students. The results revealed that the average spiritual intelligence scores of the sample indicated high values, while the average academic achievement score was moderate. The findings also showed a weak, negative correlation between spiritual intelligence and academic achievement, with a low correlation coefficient. Additionally, the results indicated a significant statistical difference in spiritual intelligence based on gender, with females exhibiting higher levels of spiritual intelligence.

In another study, Dukhan et al. (2020) aimed to assess the levels of spiritual intelligence and psychological resilience among students at the Islamic University of Gaza, as well as to examine the relationship between spiritual intelligence and psychological resilience and to explore differences in these

levels. The sample included 466 students from the Islamic University of Gaza. The researchers used a descriptive approach and employed the Spiritual Intelligence Scale and the Connor-Davidson Resilience Scale. The study concluded that the students exhibited high levels of both spiritual intelligence and psychological resilience. Furthermore, a positive relationship was found between overall spiritual intelligence scores and psychological resilience scores, along with their respective subscales.

Similarly, De Anda's (2020) study analyzed the levels of psychological and social stress experienced by 10th and 11th-grade students in the Los Angeles area, focusing on the common coping strategies employed and their effectiveness. The sample consisted of 333 students from these grade levels. The results showed that participants scored higher than age-specific norms on anxiety traits, and one-third of the sample reported high levels of daily stress. The highest reported stressors were related to future concerns, followed by academic pressures. Gender and racial differences were found in the coping strategies used, highlighting significant variations in how students from different backgrounds managed stress.

Jabbar's (2020) study investigated the sources of psychological and social stress among displaced adolescents in Iraq and the coping strategies they employed. The study sample included 382 high school students. The results indicated that the most significant sources of stress, according to the adolescents, were social pressures, followed by family-related stressors. Economic stressors ranked third, while emotional stress sources were fourth and behavioral pressures fifth. Academic and physical stressors were found to be less prominent. The most common coping strategies among these adolescents were cognitive restructuring, self-blame, social support, and adaptive coping techniques.

Nair and Paul's (2017) study aimed to explore the level of spiritual intelligence among high school students and its relationship to social stress. Data was collected from 320 students across various high schools in Thrissur. The researchers used scales for measuring spiritual intelligence and social adaptation. The results revealed that the high school students had relatively low levels of spiritual intelligence, with no significant gender differences in spiritual intelligence. However, students from rural and government schools exhibited higher levels of spiritual intelligence compared to their peers from urban and private schools. A significant positive relationship was found between spiritual intelligence and social adaptation.

Lin's (2013) study sought to identify the prevalence of psychological and social stress, as well as coping strategies, among high school students and the contributing factors to their psychological distress. The study employed a cross-sectional design among high school students in Malacca, using purposive sampling and data collection at the time of examination. The General Health

Questionnaire (GHQ-12), Secondary School Stress Inventory (3SQ), and Brief COPE Inventory were used to measure psychological stress, stressors, and coping strategies. The results indicated that approximately 47.6% of the respondents experienced psychological distress, with significant stress related to academics. The study revealed a high prevalence of psychological distress in Malacca, with a strong association between academic stress and distress.

Study Methodology

To achieve the study's objectives, the researcher utilized a correlational approach. The study population comprises all high school students in the schools of the eastern villages of Jerusalem Governorate, totaling 8,394 students. The sample of the study included a random sample of 205 questionnaires, representing 2.44% of the total study population.

Description of the Sample Variables

Table (1.3) shows the distribution of the study sample according to the gender variable. The male students make up 37.1% of the sample, while female students represent 62.9%. Regarding the economic status variable, 56.6% of the sample reported a monthly income of less than 5,000 NIS, 35.1% fall within the 5,000 to 10,000 NIS range, and 8.3% reported an income of more than 10,000 NIS. The residential area variable indicates that 48.3% of the sample reside in urban areas, 45.4% in rural areas, and 6.3% live in refugee camps. Lastly, the school type variable shows that 22.4% of the students attend private schools, while 77.6% attend public schools.

Table (1): ***Distribution of the Study Sample According to the Study Variables***

Variable	Level	Number	Percentage (%)
Gender	Male	76	37.1
	Female	129	62.9
Economic Status	Less than 5,000 NIS	116	56.6
	5,000-10,000 NIS	72	35.1
	More than 10,000 NIS	17	8.3
Residential Area	City	99	48.3
	Village	93	45.4
	Camp	13	6.3
School Type	Private	46	22.4
	Public	159	77.6

The researchers employed the specific tools for the study and ensured the validity of the instrument by requesting the evaluators to provide their opinions on the clarity of the item wording, its coverage of the studied aspect, and to suggest any modifications they deemed appropriate. Based on their feedback, the questionnaire was revised to its final version.

Table (2): ***Coping Strategies for Psychological and Social Stress Among Tawjihi Students in the Eastern Villages of the Governorate***

No.	R Value	Statistical Significance	No.	R Value	Statistical Significance	No.	R Value	Statistical Significance
١	0.791	٠,٠٠٠	١	0.711	٠,٠٠٠	١	0.720	٠,٠٠٠
٢	0.820	٠,٠٠٠	٢	0.692	٠,٠٠٠	٢	0.787	٠,٠٠٠
٣	0.824	٠,٠٠٠	٣	0.759	٠,٠٠٠	٣	0.770	٠,٠٠٠
٤	0.845	٠,٠٠٠	٤	0.693	٠,٠٠٠	٤	0.821	٠,٠٠٠
٥	0.756	٠,٠٠٠	٥	0.700	٠,٠٠٠	٥	0.703	٠,٠٠٠
Emotional Coping Strategy			**Relaxation Strategy**			**Support and Assistance Strategy**		
No.	R Value	Statistical Significance	No.	R Value	Statistical Significance	No.	R Value	**Statistical Significance**
١	0.750	٠,٠٠٠	١	0.731	٠,٠٠٠	١	0.750	٠,٠٠٠
٢	0.799	٠,٠٠٠	٢	0.794	٠,٠٠٠	٢	0.816	٠,٠٠٠
٣	0.744	٠,٠٠٠	٣	0.813	٠,٠٠٠	٣	0.787	٠,٠٠٠
٤	0.800	٠,٠٠٠	٤	0.806	٠,٠٠٠	٤	0.776	٠,٠٠٠
			٥	0.578	٠,٠٠٠	٥	0.618	٠,٠٠٠
Inappropriate Behavioral Strategy			**Problem-Solving Strategy**			**Religious Strategy**		

**Statistical significance at 0.001 level

**Statistical significance at 0.050 level

The researchers assessed the reliability of the tool by calculating Cronbach's alpha coefficient. The reliability for spiritual intelligence level was 0.931, while the reliability for coping strategies for psychological and social stress was 0.89**.**

Table (3): ***Reliability Coefficient Results for the Domains***

Domains of Spiritual Intelligence	Number of Items	Cronbach's Alpha
Self-Awareness	10	0.839
Building Non-Instrumental Relationships	11	0.829
Using Spirituality in Life	12	0.874
Total Spiritual Intelligence Score	33	0.931
Coping Strategies for Stress	**Number of Items**	**Cronbach's Alpha**
Emotional Coping Strategy	5	0.865
Inappropriate Behavioral Coping	4	0.776
Relaxation Strategy	5	0.755
Problem-Solving Strategy	5	0.802
Support and Assistance Strategy	5	0.816
Religious Strategy	5	0.807
Total Coping Strategies Score	29	0.899

Procedures

The study employed a questionnaire as a research instrument, utilizing the Spiritual Intelligence Scale and the Psychological and Social Stress Coping Scale. Paper-based questionnaires were distributed to the study sample, and after data collection and verification of response completeness, a total of 205 questionnaires were deemed valid for statistical analysis.

Study Question Results

Results Related to the First Question:

What is the level of spiritual intelligence among Tawjihi students in schools of the eastern villages of the governorate?

Table (4): ***Means and Standard Deviations***

No.	Domains	Mean	Standard Deviation	Level	Percentage (%)
3	Ability to Utilize Spirituality in Life	4.1309	0.65674	High	82.6
2	Ability to Build Selfless Relationships with Others	3.9477	0.61638	High	79.0
1	Ability for Self-Awareness	3.9220	0.64234	High	78.4
	Overall Score	4.0065	0.56381	High	80.1

The table presents the means and standard deviations of the responses from the study sample regarding the level of spiritual intelligence among high school students in the eastern rural schools of the governorate. The overall mean score was 4.00, with a standard deviation of 0.563, indicating that the level of spiritual intelligence among these students is high, reaching 80.1%.

This result suggests that students exhibit a strong ability to integrate spirituality and values into their daily lives. This high level of spiritual intelligence may be attributed to the cultural and social context of the region, which emphasizes spiritual and religious dimensions in student upbringing.

Results Related to the Second Research Question:

What are the coping strategies for psychological and social stress among high school students in the eastern villages of the governorate?

Table (5): ***Mean and Standard Deviation***

No.	Coping Strategy	Mean	Standard Deviation	Level	Percentage
6	Religious Coping Strategy	4.122	0.77899	High	82.4%
4	Problem-Solving Strategy	3.961	0.74993	High	79.2%
5	Support and Assistance Strategy	3.750	0.85547	High	75.0%
3	Relaxation Strategy	3.571	0.80703	Medium	71.4%
1	Emotional Coping Strategy	3.193	0.95822	Medium	63.9%
2	Maladaptive Behavioral Strategy	2.961	0.99954	Medium	59.2%

The table above presents the mean and standard deviation of participants' responses regarding coping strategies for psychological and social stress among high school students in the eastern villages of the governorate. The religious coping strategy recorded the highest mean score (4.12), followed by the problem-solving strategy with a mean of (3.96). The support and assistance strategy also ranked high, with a mean of (3.75**.(**

Meanwhile, the relaxation strategy scored a mean of (3.57), whereas the emotional coping strategy had a mean of (3.19). Finally, the maladaptive behavioral strategy recorded the lowest mean (2.96), with both strategies classified as moderate**.**

Results Related to the Third Research Question

Do the perceptions of the study sample regarding the average level of spiritual intelligence among high school students in the eastern village schools of the governorate differ based on the study variables: gender, economic status, and place of residence**?**
To address this question, the following hypotheses were formulated**:**

Results of the First Hypothesis

There are no statistically significant differences ($\alpha \leq 0.05$) in the average level of spiritual intelligence among high school students in the eastern village schools of the governorate attributable to gender**.**

Table (6): *Results* of the Independent Samples t-Test

Domain	Gender	Sample Size (n)	Mean	Standard Deviation	t-Value	Significance Level (p)
Self-Awareness Ability	Male	76	3.9526	0.64570	0.524	0.601
	Female	129	3.9039	0.64219		
Ability to Build Selfless Relationships with Others	Male	76	3.9151	0.66263	0.580	0.562
	Female	129	3.9669	0.58926		
Ability to Utilize Spirituality in Life	Male	76	4.0384	0.74900	1.554	0.122
	Female	129	4.1854	0.59212		
Overall Score	Male	76	3.9713	0.61693	0.685	0.494
	Female	129	4.0272	0.53145		

The table above shows that the t-value for the overall score is 0.685, with a significance level of 0.494, indicating that there are no statistically significant differences in the average level of spiritual intelligence among high school students in the eastern village schools of the governorate based on gender.

Similarly, no significant differences were found across the individual domains, leading to the acceptance of the first hypothesis**.**

This result can be interpreted in light of the cultural and social homogeneity within Palestinian society, particularly during the secondary education stage. Family upbringing and educational practices in this region emphasize the reinforcement of religious and spiritual values equally among both genders. Additionally, school curricula and extracurricular activities aim to nurture spiritual and moral dimensions in a balanced manner for all students**.**

Results of the Second Hypothesis

The second hypothesis states that there are no statistically significant differences ($\alpha \geq 0.05$) in the mean levels of spiritual intelligence among high school students in the eastern villages of the governorate attributable to economic status**.**

Table (7): ***Means and Standard Deviations of the Study Sample's Responses on the Mean Levels of Spiritual Intelligence Among High School Students in the Eastern Villages of the Governorate Based on Economic Status***

Domain	Economic Status	N	Mean	Standard Deviation
Self-Awareness Ability	Less than 5000 NIS	116	3.9422	0.62334
	5000-10000 NIS	72	3.8819	0.67892
	More than 10000 NIS	17	3.9529	0.64140
Ability to Build Relationships with Others Without Self-Interest	Less than 5000 NIS	116	3.9428	0.56748
	5000-10000 NIS	72	3.9508	0.72277
	More than 10000 NIS	17	3.9679	0.45900
Ability to Apply Spirituality in Life	Less than 5000 NIS	116	4.1063	0.65622
	5000-10000 NIS	72	4.1852	0.69091
	More than 10000 NIS	17	4.0686	0.51390
Overall Score	Less than 5000 NIS	116	4.0021	0.53598
	5000-10000 NIS	72	4.0152	0.63279
	More than 10000 NIS	17	4.0000	0.45907

Table (6) shows apparent differences in the mean levels of spiritual intelligence among high school students in the eastern villages of the governorate based on economic status. To determine the significance of these differences, a one-way ANOVA test was conducted**.**

Table (8): ***One-Way ANOVA Test Results for the Study Sample's Responses on the Mean Levels of Spiritual Intelligence Among High School*** **Students in the Eastern Villages of the Governorate Based on Economic Status**

Domain	Source of Variance	Sum of Squares	df	Mean Square	F Value	Significance Level
Self-Awareness Ability	Between Groups	0.179	2	0.090	0.216	0.806

	Within Groups	83.992	202	0.416		
	Total	84.171	204			
Ability to Build Relationships with Others Without Self-Interest	Between Groups	0.010	2	0.005	0.014	0.987
	Within Groups	77.494	202	0.384		
	Total	77.505	204			
Ability to Apply Spirituality in Life	Between Groups	0.348	2	0.174	0.401	0.670
	Within Groups	87.639	202	0.434		
	Total	87.988	204			
Overall Score	Between Groups	0.008	2	0.004	0.013	0.987
	Within Groups	64.839	202	0.321		
	Total	64.847	204			

The results indicate that the F-value for the overall score (0.013) and its significance level (0.987) are greater than the significance threshold ($\alpha \geq 0.05$), meaning that there are no statistically significant differences in the mean levels of spiritual intelligence among high school students in the eastern villages of the governorate based on economic status. The same applies to the subdomains, confirming the acceptance of the second hypothesis**.**

This result can be interpreted in light of the Palestinian social structure and the challenging economic conditions faced by residents of the eastern villages in Jerusalem Governorate. The relative economic homogeneity among students in this region may have contributed to the absence of significant differences in spiritual intelligence levels. Additionally, social and cultural factors may have played a role in shaping similar levels of spiritual intelligence among students, regardless of economic differences**.**

Results of the Third Hypothesis:

There are no statistically significant differences at the significance level ($\alpha \geq 0.05$) in the average levels of spiritual intelligence among a sample of high school students in the Eastern Villages of Jerusalem Governorate attributed to the variable of residence location**.**

The third hypothesis was tested by calculating the arithmetic means of the responses from the study sample regarding the levels of spiritual intelligence among high school students in the Eastern Villages of Jerusalem Governorate, attributed to the variable of residence location. Table (8) presents the arithmetic means and standard deviations for the responses from the study sample regarding the levels of spiritual intelligence among high school students in these areas, attributed to the variable of residence location**.**

Table (9): ***Arithmetic Means and Standard Deviations of the Study Sample Responses on the Levels of Spiritual Intelligence Among High School Students in the Eastern Villages of Jerusalem Governorate, Attributed to the Variable of Residence Location***

Domain	Residence Location	N	Mean	Standard Deviation
Self-Awareness	City	99	4.0636	0.56793
	Village	93	3.7892	0.67445
	Camp	13	3.7923	0.75659
Building Relationships with Others for Purposes Beyond Oneself	City	99	4.0707	0.48009
	Village	93	3.8348	0.68161
	Camp	13	3.8182	0.87905
Using Spirituality in Life	City	99	4.2719	0.56764
	Village	93	4.0170	0.67907
	Camp	13	3.8718	0.91009
Total Score	City	99	4.1417	0.44206
	Village	93	3.8873	0.61386
	Camp	13	3.8298	0.79006

It can be observed from Table (8) that there are apparent differences in the means of the levels of spiritual intelligence among a sample of high school students in the Eastern Villages of Jerusalem Governorate, attributed to the variable of residence location. To examine the significance of these differences, one-way ANOVA was used, as shown in Table (10):

Table (10): ***Results of One-Way ANOVA Test for the Study Sample Responses on the Levels of Spiritual Intelligence Among High School Students in the Eastern Villages of Jerusalem Governorate, Attributed to the Variable of Residence Location***

Domain	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F-value	Significance Level
Self-Awareness	Between Groups	3.844	2	1.922	4.833	0.009
	Within Groups	80.328	202	0.398		
	Total	84.171	204			
Building Relationships with Others for Purposes Beyond Oneself	Between Groups	2.901	2	1.451	3.928	0.021
	Within Groups	74.603	202	0.369		
	Total	77.505	204			
Using Spirituality in Life	Between Groups	4.047	2	2.023	4.869	0.009
	Within	83.941	202	0.416		

	Groups					
	Total	87.988	204			
Total Score	**Between Groups**	3.538	2	1.769	5.829	0.003
	Within Groups	61.309	202	0.304		
	Total	**64.847**	**204**			

It is noted that the F-value for the total score (5.829) and the significance level (0.003) are less than the significance level ($\alpha \geq 0.05$), indicating statistically significant differences in the means of spiritual intelligence levels among the high school students in the Eastern Villages of Jerusalem Governorate, attributed to the variable of residence location, as well as within the domains. Therefore, the third hypothesis is rejected. The results of the LSD test were examined to determine the direction of the differences, as shown in Table (11):

Table (11): ***LSD Post-Hoc Comparisons Between the Arithmetic Means of Study Sample Responses According to the Residence Location Variable***

Domain	Variables		Mean Differences Mean Differences	Significance level
Ability to self-awareness	City	Village	0.27439	**0.003**
		camp	0.27133	**0.146**
	Village	city	-0.27439	**0.003**
		camp	-0.00306	**0.987**
	camp	city	-0.27133	**0.146**
		Village	0.00306	**0.987**
The ability to build relationships with others is free from purpose	city	Village	0.23591	**0.008**
		camp	0.25253	**0.160**
	Village	city	-0.23591	**0.008**
		camp	0.01662	**0.927**
	camp	city	-0.25253	**0.160**
		Village	-0.01662	**0.927**
Ability to use spirituality in life	city	Village	0.25486	**0.007**
		camp	0.40009	**0.037**
	Village	city	-0.25486	**0.007**
		camp	0.14523	**0.448**
	camp	city	-0.40009	**0.037**
		Village	-0.14523	**0.448**
Total Grade	city	Village	0.25446	**0.002**
		camp	0.31188	**0.056**
	Village	city	-0.25446	**0.002**
		camp	0.05742	**0.725**
	Camp	city	-0.31188	**0.056**
		Village	**-0.05742**	**0.725**

This result can be interpreted in light of the social, cultural, and environmental differences between urban and rural areas in Jerusalem Governorate. In urban areas (cities), there may be greater cultural and social diversity, which could positively influence the cognitive, spiritual, and value-based development of students. The availability of educational and cultural resources in urban areas might provide more opportunities for the development of spiritual intelligence among high school students compared to their peers in rural areas. Additionally, urban areas may offer greater opportunities for social interaction and exposure to various sources of knowledge and spiritual experiences, enhancing the development of spiritual intelligence among students. Conversely, such opportunities might be more limited in rural areas, potentially restricting the development of spiritual and value-based aspects among students there when compared to their urban counterparts**.**

Results Related to the Fourth Question:

Do the estimates of the study sample members regarding coping strategies for psychological and social stress among Tawjihi students in the schools of the Eastern villages of the governorate differ based on demographic variables: gender, economic status, place of residence, and type of school? To answer this question, the following hypotheses were tested**:**

Results of the First Hypothesis:

There is no significant difference ($\alpha \geq 0.05$) between the mean scores of coping strategies for psychological and social stress among Tawjihi students in the schools of the Eastern villages of the governorate based on gender**.**

Table (12): ***Independent Sample T-test Results for the Responses of Study Sample Members Regarding Coping Strategies for Psychological and Social Stress Among Tawjihi Students in*** **the Schools of the Eastern Villages of the Governorate Based on Gender**

Domain	Gender	N	Mean	Standard Deviation	T-value	Significance Level
Emotional Coping Strategy	Male	76	3.1211	0.98689	0.826	0.410
	Female	129	3.2357	0.94222		
Inappropriate Behavioral Strategy	Male	76	2.9507	1.00749	0.113	0.910
	Female	129	2.9671	0.99872		
Relaxation Strategy	Male	76	3.5237	0.85788	0.640	0.523
	Female	129	3.5984	0.77761		
Problem-Solving Strategy	Male	76	3.8816	0.78396	1.165	0.246

	Female	129	4.0078	0.72818		
Support and Assistance Strategy	Male	76	3.7526	0.82486	0.031	0.976
	Female	129	3.7488	0.87617		
Religious Strategy	Male	76	4.0789	0.85171	0.606	0.545
	Female	129	4.1473	0.73507		

From the above table, it is evident that the T-value and significance level for all coping strategies for psychological and social stress are not statistically significant, indicating no difference in the mean scores of coping strategies for Tawjihi students in the schools of the Eastern villages of the governorate based on gender. Therefore, the first null hypothesis was accepted**.**

This result can be explained in light of the significant similarity in the social and cultural upbringing of male and female students in Palestinian society, particularly in rural and village areas. This similarity reflects on the convergence of coping strategies used by both genders to deal with psychological and social stress**.**

Results of the Second Hypothesis:

There is no statistically significant difference ($\alpha \geq 0.05$) in the means of coping strategies for social and psychological stress among Tawjihi students in Eastern Jerusalem schools attributed to their economic status**.**

Table (13): ***Means and Standard Deviations of the Responses of the Study Sample Regarding Coping Strategies for Social and Psychological Stress among Tawjihi Students in Eastern Jerusalem Schools, Attributed to Economic Status***

Domain	Economic Status	N	Mean	Standard Deviation
Emotional Coping Strategy	Less than 5000 NIS	116	3.1345	0.96035
	5000-10000 NIS	72	3.1861	0.94367
	More than 10000 NIS	17	3.6235	0.95101
Inappropriate Behavioral Strategy	Less than 5000 NIS	116	2.9073	0.96489
	5000-10000 NIS	72	2.9340	1.05650
	More than 10000 NIS	17	3.4412	0.90799
Relaxation Strategy	Less than 5000 NIS	116	3.4810	0.74085
	5000-10000 NIS	72	3.7250	0.85675
	More than 10000 NIS	17	3.5294	0.96680
Problem-Solving Strategy	Less than 5000	116	3.9966	0.70179

	NIS			
	5000-10000 NIS	72	3.9917	0.75391
	More than 10000 NIS	17	3.5882	0.97332
Support and Assistance Strategy	Less than 5000 NIS	116	3.6914	0.90117
	5000-10000 NIS	72	3.8889	0.78284
	More than 10000 NIS	17	3.5647	0.79131
Religious Strategy	Less than 5000 NIS	116	4.1276	0.79363
	5000-10000 NIS	72	4.1667	0.79150
	More than 10000 NIS	17	3.8941	0.60464

As observed from the above table, there is a noticeable difference in the means of coping strategies for social and psychological stress among Tawjihi students in Eastern Jerusalem schools, attributed to economic status. To examine the statistical significance of this difference, one-way ANOVA was used, as shown in Table (14)

Table (14): ***Results of One-Way ANOVA Test for Coping Strategies for Social and Psychological Stress among Tawjihi Students in Eastern Jerusalem Schools, Attributed to Economic Status.***

Domain	Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance Level
Emotional Coping Strategy	Between Groups	3.552	2	1.776	1.952	0.145
	Within Groups	183.759	202	0.910		
	Total	187.310	204			
Inappropriate Behavioral Strategy	Between Groups	4.306	2	2.153	2.180	0.116
	Within Groups	199.507	202	0.988		
	Total	203.813	204			
Relaxation Strategy	Between Groups	2.676	2	1.338	2.076	0.128
	Within Groups	130.189	202	0.644		
	Total	132.864	204			
Problem-Solving Strategy	Between Groups	2.577	2	1.288	2.320	0.101
	Within Groups	112.151	202	0.555		
	Total	114.728	204			

Support and Assistance Strategy	Between Groups	2.371	2	1.186	1.630	0.198
	Within Groups	146.921	202	0.727		
	Total	149.292	204			
Religious Strategy	Between Groups	1.030	2	0.515	0.847	0.430
	Within Groups	122.761	202	0.608		
	Total	123.791	204			

It is noted that the F-values and significance levels for all coping strategies are greater than the significance level ($\alpha \geq 0.05$), indicating that there are no significant differences in the coping strategies for social and psychological stress among Tawjihi students in Eastern Jerusalem schools attributed to their economic status. Therefore, the null hypothesis is accepted**.**

This result can be interpreted in light of the fact that Tawjihi students in the Eastern villages of the governorate, regardless of their economic status, may face similar sources of psychological stress and social crises within the social and community context they live in, leading them to adopt similar coping strategies. Moreover, the counseling and social services provided in schools may be similarly accessible to students, regardless of their economic background**.**

Results of Hypothesis Three:

There are no statistically significant differences at the significance level ($\alpha \geq 0.05$) in the mean scores of psychological and social stress coping strategies among a sample of high school students in East Jerusalem's village schools attributed to the variable of place of residence**.**

Table (15): Descriptive Statistics and Standard Deviations for Study Sample Responses on the Means of Psychological and Social Stress Coping Strategies Among High School Students in East Jerusalem's Village Schools by Place of Residence

Domain	Place of Residence	N	Mean	Standard Deviation
Emotional Coping Strategy	City	99	3.2242	1.03304
	Village	93	3.1742	0.88279
	Camp	13	3.0923	0.94733
Maladaptive Behavioral Strategy	City	99	2.9899	1.06241
	Village	93	2.9355	0.94833
	Camp	13	2.9231	0.92638

Relaxation Strategy	City	99	3.6343	0.78300
	Village	93	3.5656	0.81113
	Camp	13	3.1231	0.87764
Problem-Solving Strategy	City	99	4.0828	0.72055
	Village	93	3.8731	0.71249
	Camp	13	3.6615	1.07202
Support and Assistance Strategy	City	99	3.8586	0.81278
	Village	93	3.6817	0.83052
	Camp	13	3.4154	1.22600
Religious Strategy	City	99	4.2505	0.69125
	Village	93	4.0495	0.77328
	Camp	13	3.6615	1.19271

Note: Table (15) shows visible differences in the mean scores of psychological and social stress coping strategies among high school students in East Jerusalem's village schools by place of residence. To examine the significance of these differences, a One-Way ANOVA was applied, as shown in Table (15**:(**

Table (16): ***Results of One-Way ANOVA Test for Study Sample Responses on Mean Scores of Psychological and Social Stress Coping Strategies Among High School Students in East Jerusalem's Village Schools by Place of Residence***

Domain	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance Level
Emotional Coping Strategy	Between Groups	0.261	2	0.131	0.141	0.868
	Within Groups	187.049	202	0.926		
	Total	187.310	204			
Maladaptive Behavioral Strategy	Between Groups	0.162	2	0.081	0.080	0.923
	Within Groups	203.651	202	1.008		
	Total	203.813	204			
Relaxation Strategy	Between Groups	3.008	2	1.504	2.340	0.099
	Within Groups	129.856	202	0.643		
	Total	132.864	204			
Problem-	Between	3.353	2	1.677	3.041	0.051

Solving Strategy	Groups					
	Within Groups	111.374	202	0.551		
	Total	114.728	204			
Support and Assistance Strategy	Between Groups	3.056	2	1.528	2.111	0.124
	Within Groups	146.236	202	0.724		
	Total	149.292	204			
Religious Strategy	Between Groups	4.881	2	2.440	4.145	0.017
	Within Groups	118.911	202	0.589		
	Total	123.791	204			

It is observed that the F-values and significance levels for the strategies of Emotional Coping, Maladaptive Behavioral Strategy, Relaxation Strategy, Problem-Solving Strategy, and Support and Assistance Strategy are greater than the significance level ($\alpha \geq 0.05$), indicating no statistically significant differences in these coping strategies among high school students in East Jerusalem's village schools based on place of residence. However, in the case of the Religious Strategy, significant differences were found, with the F-value and significance level lower than the critical value ($\alpha \geq 0.05$). Results of the LSD post-hoc test were used to identify the direction of the differences, as shown below**:**

Table (17): ***Results of LSD Post-Hoc Test*** **for Mean Comparisons on Study Sample Responses by Place of Residence**

Domain	Variables	Mean Differences	Significance Level
Religious Strategy	City - Village	0.20104	0.071
	City - Camp	0.58897	0.010
	Village - City	-0.20104	0.071
	Village - Camp	0.38792	0.089
	Camp - City	-0.58897	0.010
	Camp - Village	-0.38792	0.089

It is observed that the differences in the Religious Strategy domain were between "City" and "Camp," favoring the "City" group**.**

This result can be interpreted in light of the surrounding environment and socialization. City students may have higher levels of religious commitment and spiritual practices compared to camp students, which reflects their greater reliance on religious strategies for coping with stress**.**

Results related to the fifth question:

Is there a statistically significant relationship at the significance level (α = 0.05) between spiritual intelligence and coping strategies for psychological and social stress among Tawjihi students in the schools of the Eastern villages of the governorate**?**

Table (1^): ***Pearson Correlation Coefficient and Statistical Significance of the Relationship between Spiritual Intelligence Level and Coping Strategies***

Domains	Self-Awareness	Ability to Build Purpose-Free Relationships	Ability to Use Spirituality in Life	Total Score
Emotional Coping Strategy	Pearson Correlation	-0.123	0.015	-0.011
	Significance Level	0.080	0.827	0.881
Inappropriate Behavioral Strategy	Pearson Correlation	-0.195	-0.054	-0.131
	Significance Level	0.005	0.444	0.062
Relaxation Strategy	Pearson Correlation	0.408	0.360	0.425
	Significance Level	0.000	0.000	0.000
Problem-Solving Strategy	Pearson Correlation	0.591	0.553	0.578
	Significance Level	0.000	0.000	0.000
Support and Assistance Strategy	Pearson Correlation	0.440	0.493	0.470
	Significance Level	0.000	0.000	0.000
Religious Strategy	Pearson Correlation	0.582	0.565	0.614
	Significance Level	0.000	0.000	0.000

Recommendations

Based on the study's findings, it is recommended to systematically and effectively strengthen the spiritual and value-based aspects within school programs and activities for high school students in rural areas. This approach would help bridge the gap in spiritual intelligence levels between students in urban and rural areas, facilitated through training courses for both teachers and students. Additionally, it is crucial to develop school programs tailored to foster spiritual intelligence among high school students in various educational institutions, considering their developmental and social characteristics. Counseling and training programs should also be created to enhance positive coping strategies, such as problem-solving and social support, with a particular focus on camp students to promote the use of religious strategies. Furthermore, integrating universities with the local community will provide valuable support in this regard**.**

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