

# Study of Spiritual Intelligence and Adjustment Among Arts and Science College Students

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**Abstract** A study to evaluate the relationship between the spiritual intelligence and adjustment among the college students was conducted on a sample of 250 students in six various colleges of Tuticorin district, Tamil Nadu, India. Gender, religion, community, major subject, educational qualification of father and mother, student locality, college type, father and mother's occupation and monthly family income ( $n = 11$  variables) were chosen for the study. Test of significance for spiritual intelligence and adjustment was studied and found them nonsignificant except student locality, found to be significant. Two valid and reliable instruments were used to assess student's spiritual intelligence and adjustment. Correlation and Chi-square analysis using structural equation model were used to analyze these data. Correlation analysis showed significant relationship between the variables among the college students ( $n = 250$ ). Chi-square analysis of association between adjustments of college students showed that most variables are nonsignificant unlike father's educational qualification and mother's occupation. The results disclosed the significant positive relationship with spiritual intelligence and adjustment among adolescents.

**Keywords** Spiritual intelligence · Adjustment · Test of significance · Correlation and Chi-square analysis

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## Introduction

Intelligence is the ability of perception, recalling, moving and the combination of early learning in confronting with a new situation (Kaplan and Sadock 2007). The spiritual intelligence is the intelligence that shows us the spiritual and valuable issues assessing the significance of our life than other step of the life (Zohar and Marshall 2000). Spiritual intelligence holds the key for attaining our highest human potential. It frees us from the limitations of the obvious, the material and the immediate (Khavari 2000). Wigglesworth (2002) further conceptualized spiritual intelligence to be the ability to behave with compassion and wisdom while maintaining inner and outer peace (equanimity) regardless of the circumstance. Spiritual intelligence is therefore a necessary personal empowerment, which enables one to maintain both inner and outer peace and display love regardless of the circumstances whether stress or acute conflict. It could therefore help in conflict management and peaceful coexistence in the society.

Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence opens the heart, illuminates the mind and inspires the soul, connecting the individual human psyche to the underlying ground of being. It is related to emotional intelligence insofar as spiritual practice includes developing intrapersonal and interpersonal sensitivity (Gupta 2012). Emotional intelligence has been defined as the ability to adaptively identify, understand, manage the harness emotions both in the self and others (Salovey and Mayer 1990; Schutte et al. 1998) and to use emotions to facilitate cognitive processing (Mayer et al. 2000). College students encounter obstacles that interfere with their involvement and integration and thus prevent them from taking full advantage of the college experiences. First-year students face a number of problems in adjusting to university life. These include developing an appropriate identity and becoming socially integrated into the college as well as attaining and learning generic skills and qualities such as critical thinking and intellectual rigor (Astin 1984; Tinto 1987).

Adolescence is a period of social expansion and development. The adolescents spend a great deal of their life around the activities, interest and attitudes of their peers. As the result, the peers attain great importance during this period. Slas (1993) stated that the belongingness to the group becomes progressively important for the adolescents. Adjustment refers to utilization of skills and experiences that facilitate personal integration into the society to which one belongs. Adjustment is what everybody needs to cope on with life. There is no perfect individual, but adjustment makes the difference for excellence among individuals. Only an adjusted person can be happy, hopeful and productive in whatever environment he finds himself (Animasahun 2010). However, there are certain psychological factors that enhance individuals' adjustment. Some of these are identified to be intelligence quotient: emotional intelligence and spiritual intelligence (Goleman 1998; Goltfredson 1998; Zohar and Marshall 2000; Zohar and Berman 2001; Akinboyeet et al. 2002; Adeyemo 2007, 2008). With this outline, the study focused on the relationship of spiritual intelligence and emotional intelligence on the life adjustments among arts and science college students.

## Materials and Methods

This research is to evaluate the relationship between the spiritual intelligence and emotional intelligence on life adjustment among the arts and science college students of Tuticorin district, Affiliated to Tamil Nadu Teacher Education University. Two hundred

**Table 1** Level of spiritual intelligence among college students

Variables	Category	No.	Spiritual intelligence					
			Low		Medium		High	
			Count	%	Count	%	Count	%
Gender	Male	125	7	5.6	93	74.4	25	20
	Female	125	14	11.2	92	73.6	19	15.2
Religion	Hindu	124	18	14.51	77	62.1	29	23.39
	Christian	90	7	7.78	66	73.3	17	18.89
	Muslim	36	3	8.33	29	80.56	4	11.11
Community	Open category	33	2	6.06	25	75.76	6	18.18
	Backward class	145	14	9.66	106	73.10	25	17.24
	Most backward class	32	1	3.13	27	84.38	4	12.5
	Scheduled caste	40	4	10	27	67.5	9	22.5
Major subject	Arts	123	13	10.57	91	73.98	19	15.45
	Science	127	14	11.02	82	64.56	31	24.40
Educational qualification of father	Uneducated	43	6	13.95	26	60.47	11	25.58
	Schooling	150	18	12	104	69.33	28	18.67
	Graduate	28	4	14.29	17	60.71	7	25
	Postgraduate and above	29	1	3.45	23	79.31	5	17.24
Educational qualification of mother	Uneducated	44	1	2.27	35	79.55	8	18.18
	Schooling	160	16	10	117	73.13	27	16.87
	Graduate	16	3	18.75	10	62.5	3	18.75
	Postgraduate and above	30	1	3.33	23	76.67	6	20
Locality of student	Rural	123	10	8.13	89	72.36	24	19.51
	Urban	127	11	8.66	96	75.59	20	15.75
Type of college	Government-aided	126	6	4.77	102	80.96	18	14.28
	Self-finance	124	15	12.09	83	66.94	26	20.97
Father occupation	Government	50	5	10	38	76	7	14
	Private	30	4	13.33	22	73.33	4	13.33
	Business	65	5	7.70	48	73.84	12	18.46
	Coolie	105	7	6.67	77	73.33	21	20
Mother occupation	Housewife	178	18	10.11	128	71.92	32	17.97
	Government	32	1	2.85	31	88.58	3	8.57
	Private	17	1	5.89	13	76.47	3	17.64
	Coolie	23	1	4.34	16	69.56	6	26.08
Monthly family income	Below 5000	130	11	8.46	98	75.38	21	16.15
	5000 to 10,000	87	10	11.49	58	66.67	19	21.83
	10,000 and above	33	1	3.03	27	81.82	5	15.15

and fifty students, among six various colleges, were chosen as sample for the investigation. A total of 11 variables comprising gender, religion, community, major subject, educational qualification of father and mother, student locality, college type, father and mother's

**Table 2** Level of adjustment among college students

Variables	Category	No.	Spiritual intelligence					
			Low		Medium		High	
			Count	%	Count	%	Count	%
Gender	Male	125	15	12	91	72.8	19	15.2
	Female	125	15	12	91	72.8	19	15.2
Religion	Hindu	124	19	15.32	90	72.58	15	12.09
	Christian	90	9	10	64	71.11	15	18.88
	Muslim	36	2	5.55	28	77.77	6	16.66
Community	Open category	33	10	30.30	14	42.42	9	27.27
	Backward class	145	11	7.58	112	77.24	22	15.17
	Most backward class	32	5	15.62	24	75	3	9.37
	Scheduled caste	40	5	12.5	31	77.5	4	10
Major subject	Arts	123	13	10.56	92	74.79	18	14.63
	Science	127	17	13.39	90	70.87	20	15.74
Educational qualification of father	Uneducated	43	4	9.30	33	76.75	6	13.95
	Schooling	150	12	8	116	77.33	22	14.67
	Graduate	28	10	35.71	13	46.42	5	17.86
	Postgraduate and above	29	4	13.79	20	68.97	5	17.24
Educational qualification of mother	Uneducated	44	5	11.36	31	70.45	8	18.18
	Schooling	160	20	12.5	117	73.13	23	14.37
	Graduate	16	0	0	12	75	4	25
	Postgraduate and above	30	5	16.66	22	73.33	3	10
Locality of student	Rural	123	13	10.56	85	69.10	25	20.32
	Urban	127	17	13.38	97	76.37	13	10.23
Type of college	Government-aided	126	12	9.52	104	82.54	10	7.94
	Self-finance	124	18	14.52	78	62.9	28	22.58
Father occupation	Government	50	12	24	31	62	7	14
	Private	30	1	3.33	26	86.67	3	10
	Business	65	7	10.77	38	58.46	20	30.77
	Coolie	105	12	11.43	85	80.95	8	7.62
Mother occupation	Housewife	178	27	15.17	127	71.35	24	13.48
	Government	32	2	6.25	22	68.75	8	25
	Private	17	1	5.88	12	70.59	4	23.53
	Coolie	23	2	8.69	19	82.61	2	8.70
Monthly family income	Below 5000	130	20	15.38	97	74.62	13	10
	5000 to 10,000	87	12	13.80	61	70.11	14	16.09
	10,000 and above	33	3	9.09	19	57.58	11	33.33

occupation and monthly family income were taken for this study. After gathering the questionnaire among the students, the data were collected from the related sample and then entered into the computer and analyzed by SPSS software. In order to evaluate the data, the

descriptive statistics, *t* test, Pearson correlation coefficient and Chi-square test were applied in this case (Delavar 2010). The research method was based on the past view and result-based method in this regard. This plan based on target is of applied type. Based on research variable manipulations, it is a descriptive and correlation type of study, and of course, it is a scale-based study in the field of data collection case.

## Results

The level of spiritual intelligence and adjustment among college students for the variables gender, religion community, major subject, educational qualification of father and mother, student locality, college type, father and mother's occupation and monthly family income was analyzed (Table 1 and 2). There is no significant difference in spiritual intelligence of college students with respect to their gender, college type and major subject, since the calculated *t* value is lesser than table value at 5 % level of significance, and the hypothesis is accepted. There is a significant difference in spiritual intelligence of college students with respect to their locality, since the calculated *t* value is greater than table value at 5 % level of significance, and the hypothesis is rejected (Table 3). The test of significance for adjustment among the variables gender, college type, locality and major subject showed no significant difference at 5 % level of significance, and the hypothesis is accepted (Table 4).

Test of significance for spiritual intelligence and adjustment of college students with respect to religion and community showed that the calculated *F* value is lesser than table value at 5 % level of significance, and there is no significant difference between the variables, and the hypothesis is accepted (Tables 5, 6). Correlation analysis between spiritual intelligence and adjustment of college students showed that  $\chi^2$  – value is greater than table value among the variables assessed (Table 7) at 5 % level of significance, and therefore, the hypothesis is rejected. It shows that there is association between spiritual intelligence of college students and the variables assessed.

Chi-square analysis of spiritual intelligence and adjustment among college students showed that the variable father's educational qualification of spiritual intelligence is significantly different at 5 % level of significance, and the hypothesis is rejected, and the other variables are nonsignificant at 5 % level of significance, and the hypothesis is accepted (Tables 8, 9).

**Table 3** Test of significance in spiritual intelligence of college students

Variables	Categories	<i>N</i>	Mean	SD	<i>Df</i>	Calculated <i>t</i> value	Table <i>t</i> value	Remarks
Gender	Male	125	90.93	14.86	248	0.248	1.96	NS
	Female	125	91.41	15.71				
Locality	Rural	123	93.61	14.95	248	2.507	1.96	S
	Urban	127	88.81	15.25				
Type of college	Government-aided	123	90.13	14.95	248	1.078	1.96	NS
	Self-finance	127	92.22	15.25				
Major subject	Arts	123	91.02	14.89	248	0.146	1.96	NS
	Science	127	91.31	15.68				

**Table 4** Test of significance in adjustment of college students

Variables	Categories	<i>N</i>	Mean	SD	<i>Df</i>	Calculated <i>t</i> value	Table <i>t</i> value	Remarks
Gender	Male	125	59.46	9.33	248	1.269	1.96	NS
	Female	125	57.91	10.19				
Locality	Rural	123	59.86	10.47	248	1.884	1.96	NS
	Urban	127	57.54	8.96				
Type of college	Government-aided	126	57.79	8.24	248	1.444	1.96	NS
	Self-finance	124	59.58	11.09				
Major subject	Arts	123	58.75	9.97	248	0.108	1.96	NS
	Science	127	58.61	9.63				

### Discussion

It is clear that there is a significant difference between urban and rural students with respect to their spiritual intelligence. Rural students have high level of spiritual intelligence than urban students because rural students believe that the religions taught the discipline and they like to do social service. They develop spiritual intelligence through meditation, yoga, spiritual practice or taking spiritual courses. They respect the culture, tradition, customs and values. Due to technological development, urban students have no time to practice spiritual intelligence, and they fully concentrate in their daily works (Kaur and Singh 2013).

Based on the analysis, it is clear that there is association between the spiritual intelligence of the college students and their father’s educational qualification and mother’s occupation. The graduate fathers have high level of spiritual intelligence, values, faith, etc. when compared to others. They follow spiritual practice, yoga and meditation for the spiritual development. They imparted high qualities of spiritual intelligence and their values to their children. But the graduate fathers spend time for the regular spiritual practice, and they have more emotional self-awareness, accurate, self-assessment, self-confidence and eagerness to help others (Khavari 2000). The government employees show very much interest in the spiritual intelligence. While the mothers who are private employee or coolie have no time to practice spiritual values, beliefs, etc., and they are mostly concentrated in their work. Tate and Forchheimer (2002) stated that mothers who

**Table 5** Test of significance in spiritual intelligence of college students

Category	Source of variation	Sum of squares	<i>Df</i>	Mean square	Calculated <i>f</i> value	Table <i>f</i> value	Remarks
Religion	Between groups	482.22	2	241.11	1.035	2.64	NS
	Within groups	56,790.7	247	233.03			
Community	Between groups	1250.21	3	416.73	1.805	2.64	NS
	Within groups	56,790.7	246	230.85			

**Table 6** Test of significance in adjustment of college students

Category	Source of variation	Sum of squares	Df	Mean square	Calculated <i>f</i> value	Table <i>f</i> value	Remarks
Religion	Between groups	46.284	2	23.14	0.240	3.03	NS
	Within groups	23,790.1	247	96.31			
Community	Between groups	53.50	3	17.836	0.184	2.64	NS
	Within groups	23,782.8	246	96.67			

**Table 7** Correlation analysis between spiritual intelligence and adjustment of college students

Variables	Category	Calculated <i>r</i> value	Table <i>r</i> value	Remarks
Gender	Male	0.362	0.174	S
	Female	0.461	0.174	S
Major subject	Arts	0.303	0.174	S
	Science	0.517	0.174	S
Locality	Rural	0.459	0.174	S
	Urban	0.341	0.174	S
Type of college	Government-aided	0.191	0.159	S
	Self-finance	0.556	0.174	S

are government employee follow regular prayer, meditation, contemplation, spiritual practice, etc., so they have high level of consciousness about spiritual intelligence (Jain and Meena 2013).

From the analysis, there is correlation between the spiritual intelligence and adjustment of male and female students. In the busy world, the male students want rest from the daily life, so they follow spiritual intelligence. They develop spiritual intelligence through meditation, yoga, spiritual practice, etc., as they give respect to the elders and they able to adjust with their society also. The female students had high level of holism, motivation, regular spiritual practice, etc. They develop harmonious adjustment with their teachers and friends in the college (Ishak et al. 2011).

The correlation between the spiritual intelligence and adjustment of arts and science group students believes that all religions had taught the discipline. They follow social, moral and spiritual values in the college, and due to the spiritual practice, they feel happy and adjust their friends in all situations. They respect rules and regulations of the college. They have personal, social, emotional and classroom adjustment among the science group students, and they able to face day-to-day life problem (Bhangale and Mahajan 2013).

From the analysis, there is correlation between the spiritual intelligence and adjustment of rural students with respect to the spiritual intelligence. They follow our cultural values, traditions, beliefs, etc., in the daily life. They adjust with their friends smoothly in any tie. Their highest purpose is to be service to others. Rural students have high level of intellectual, emotional and vocational environment. There is correlation between the spiritual intelligence and adjustments of urban students, and they have high awareness in spiritual

**Table 8** Chi-square analysis of association between spiritual intelligence of college students

Variables	Category	Spiritual intelligence			Row total	Calculated $\chi^2$ value	Table $\chi^2$ value	Remarks
		Low	Medium	High				
Educational qualification of father	Uneducated	8 (10.7)	24 (21.7)	11 (10.5)	43	16.197	12.59	S
	Schooling	32 (37.2)	82 (76.2)	36 (36.6)	150			
	Graduate	15 (6.9)	6 (14.2)	7 (6.8)	28			
	PG and above	7 (7.2)	15 (14.7)	7 (7.1)	29			
	Column total	62	127	61	250			
Educational qualification of mother	Uneducated	8 (10.9)	23 (22.4)	13 (10.7)	44	4.135	12.59	NS
	Schooling	42 (39.7)	81 (81.3)	37 (39.0)	160			
	Graduate	3 (4.0)	7 (8.1)	6 (3.9)	16			
	PG and above	9 (7.4)	16 (15.2)	5 (7.3)	30			
	Column total	62	127	61	250			
Father's occupation	Government	17 (12.4)	22 (25.4)	11 (12.2)	50	8.100	12.59	NS
	Private	9 (7.4)	14 (15.2)	7 (7.3)	30			
	Business	12 (16.1)	31 (33.0)	22 (15.9)	65			
	Coolie	24 (26.0)	66 (53.3)	21 (25.6)	105			
	Column total	62	127	61	250			
Mother's occupation	Housewife	50 (44.1)	93 (90.4)	35 (43.4)	178	19.79	12.59	S
	Government	7 (7.9)	13 (16.3)	12 (7.8)	32			
	Private	2 (4.2)	5 (8.6)	10 (4.1)	17			
	Coolie	3 (5.7)	16 (11.7)	4 (5.6)	23			
	Column total	62	127	61	250			
Family income	Below 5000	32 (32.2)	72 (66.0)	26 (31.7)	130	6.182	9.48	NS
	5000–10,000	24 (21.6)	41 (44.2)	22 (21.2)	87			
	10,000 and above	6 (8.2)	14 (16.8)	13 (8.1)	33			
	Column total	62	27	61	250			



**Table 9** Chi-square analysis of association between adjustment of college students

Variables	Category	Spiritual intelligence			Row total	Calculated $\chi^2$ value	Table $\chi^2$ value	Remarks
		Low	Medium	High				
Educational qualification of father	Uneducated	9 (12.6)	22 (19.8)	12 (10.7)	43	3.260	12.59	NS
	Schooling	45 (43.8)	71 (69.0)	34 (37.2)	150			
	Graduate	10 (8.2)	10 (12.9)	8 (6.9)	28			
	PG and above	9 (8.5)	12 (13.3)	8 (7.2)	29			
	Column total	73	115	62	250			
Educational qualification of mother	Uneducated	11 (12.8)	20 (20.2)	13 (10.9)	44	5.173	12.59	NS
	Schooling	45 (46.7)	78 (73.6)	37 (39.7)	160			
	Graduate	8 (4.7)	4 (7.4)	4 (4.0)	160			
	PG and above	9 (8.8)	13 (13.8)	8 (7.4)	30			
	Column total	73	115	62	250			
Father's occupation	Government	16 (14.6)	23 (23.0)	11 (12.4)	50	5.467	12.59	NS
	Private	13 (8.8)	11 (13.8)	6 (16.1)	30			
	Business	20 (19.0)	28 (29.9)	17 (16.1)	65			
	Coolie	24 (30.7)	53 (48.3)	28 (26.0)	105			
	Column total	73	115	62	250			
Mother's occupation	Housewife	50 (52.0)	128 (126.0)	–	178	0.934	12.59	NS
	Government	11 (9.3)	21 (22.7)	–	32			
	Private	6 (5.0)	11 (12.0)	–	17			
	Coolie	6 (6.7)	17 (16.3)	–	23			
	Column total	73	177	–	250			
Family income	Below 5000	39 (38.0)	61 (59.8)	30 (32.2)	130	5.538	9.48	NS
	5000–10,000	26 (25.4)	34 (40.0)	27.6 (21.6)	87			
	10,000 and above	8 (9.6)	20 (15.2)	5 (8.2)	33			
	Column total	73	115	62	250			

intelligence as they have a good spiritual knowledge and skill physically as well as mentally they can adjust with the society (Amrai et al. 2011).

From the analysis, there is correlation between the spiritual intelligence and adjustment of self-finance students. They develop spiritual intelligence through prayer, meditation, contemplation, etc. They have complete physical, mental and social well-being in the college. They adjust with their friends in the college and they feel free for anger, emotion, frustration, etc. There is correlation between the spiritual intelligence and adjustment of government-aided students. They have high capacity to understand with others. They participate in spiritual seminars, speech, drama, etc. in the college. They encourage their friends to participate in all cultural programmes. They share all their thoughts and ideas to their friends (Mahasneh et al. 2015).

Various factors such as gender, religion, community, major subject, educational qualification of father and mother, student locality, type of college, occupation of father and mother and their income can affect life adjustment when there is variability in intelligence. On the other hand, intelligence is a variable that can have a significant effect on life adjustment. Thus, we have embarked this research to study the relation between spiritual intelligence and emotional intelligence on life adjustment among college students.

Based on the analysis, it is clear that there is association between the spiritual and emotional intelligence. Parents and teachers should do effort to increase spiritual and emotional intelligence of students. Kelley and Miller (2007) indicate that spirituality and religiousness have generally reported positive correlation between internal and well-being life adjustment regarding the positive correlation between spiritual and emotional intelligence by transcendental awareness and conscious state expansion. The concept of spiritual and emotional intelligence among college students is people who are social, cheerful and friendly enjoy all types of physical activity and positive thinking like love and affection that type student having high level of life adjustment. The statistical analysis also reveals that the spiritual intelligence and the adjustment increase among the students. So this may be reason for the relationship between spiritual intelligence on life adjustment.

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