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A Study of the Relationship between Spiritual Intelligence and Mental Health among College Students

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ABSTRACT

The present study was conducted to examine the relationship between spiritual intelligence and mental health among college students. The objectives of the study were to measure the level of spiritual intelligence, assess the mental health status of college students, find out the relationship between spiritual intelligence and mental health, and compare both variables on the basis of gender. A descriptive survey method was used for the study. Data were collected using a Spiritual Intelligence Scale and a Mental Health Questionnaire prepared by the researcher. The findings revealed that most students possessed average to high levels of spiritual intelligence and mental health. Karl Pearson's coefficient of correlation indicated a strong positive relationship between spiritual intelligence and mental health ($r = +0.78$). This indicates that students with higher spiritual intelligence tend to have better mental health. Gender-wise analysis also revealed significant differences in spiritual intelligence and mental health, with girls showing higher scores than boys. The study concludes that spiritual intelligence plays an important role in promoting emotional stability, stress management, self-awareness, and overall mental well-being among college students.

KEYWORDS

Spiritual Intelligence, Mental Health, College Students, Gender, Emotional Well-being.

INTRODUCTION

Collegiate life presents a unique combination of academic demands, social dynamics, and the transition towards greater independence. These factors may exert considerable pressure on the mental well-being of students. Mental health refers to an individual's emotional and psychological well-being and influences how a person feels, thinks, and behaves. It facilitates interpersonal relationships, effective coping with stress, decision-making, and contributes to a sense of purpose and meaning in life.

Spiritual intelligence is an evolving concept that goes beyond traditional measures of intelligence such as Intelligence Quotient (IQ) and Emotional Intelligence (EQ). It involves a deeper understanding of oneself and the universe and promotes personal growth, ethical decision-making, and a sense of interconnectedness with others. In the present fast-paced society, stress and emotional disconnection are common among young people. Spiritual

intelligence may provide individuals with tools for resilience, inner peace, self-awareness, and fulfillment.

Spiritual intelligence supports mental well-being by fostering meaning in life, emotional control, resilience, positive relationships, and inner peace. Therefore, it may be considered an important factor in overall psychological health. The study of the relationship between spiritual intelligence and mental health is particularly relevant among college students because this period involves academic pressure, career concerns, social adjustment, and emotional challenges.

NEED OF THE STUDY

The present study was undertaken in view of the increasing prevalence of mental health concerns among college students, including stress, anxiety, and depression. Such concerns may significantly affect students' academic performance and overall well-being. Despite growing awareness of mental health, there is a need to understand the role of spiritual intelligence in promoting psychological well-being.

Understanding the relationship between spiritual intelligence and mental health can provide useful insights into how students cope with emotional and psychological challenges. The study may also help in developing effective strategies for the holistic development of students. Further, its findings may be beneficial for counselors, teachers, and policymakers in designing interventions and support systems aimed at improving students' mental health and overall well-being.

STATEMENT OF THE PROBLEM

The present study is entitled:

A Study of the Relationship between Spiritual Intelligence and Mental Health among College Students

OBJECTIVES OF THE STUDY

The objectives of the study were:

1. To measure the level of spiritual intelligence among college students.
2. To assess the mental health status of college students.
3. To find out the relationship between spiritual intelligence and mental health.
4. To compare spiritual intelligence and mental health on the basis of gender.

HYPOTHESES OF THE STUDY

The following null hypotheses were formulated:

1. There is no significant relationship between spiritual intelligence and mental health among college students.

2. There is no significant difference in spiritual intelligence between male and female students.
3. There is no significant difference in mental health between male and female students.

VARIABLES OF THE STUDY

Independent Variable

Spiritual Intelligence

Dependent Variable

Mental Health

OPERATIONAL DEFINITIONS

Spiritual Intelligence

Spiritual intelligence refers to the ability of an individual to apply spiritual values, meaning, and purpose in daily life.

Mental Health

Mental health refers to an individual's emotional and psychological well-being, which influences how the individual feels, thinks, and behaves.

METHODOLOGY

Research Method

The present study employed the descriptive survey method.

Sample

According to the methodology section of the study, a sample of 93 college students, including 58 boys and 45 girls, was selected randomly from colleges in Bhopal.

Tools Used

The following tools were used for data collection:

1. Spiritual Intelligence Scale
2. Mental Health Questionnaire prepared by the researcher

Statistical Techniques

The following statistical techniques were used for the analysis of data:

- Percentage
- Mean
- Standard Deviation

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- Karl Pearson's Coefficient of Correlation
- Critical Ratio (CR)

ANALYSIS AND INTERPRETATION OF DATA

Table 1
Nature of Spiritual Intelligence among Students

Level	Frequency	Percentage
High	31	32.63%
Above Average	18	18.95%
Average	27	28.42%
Below Average	13	13.68%
Low	6	6.32%

ANALYSIS AND INTERPRETATION:

The table indicates that 32.63% of students possessed a high level of spiritual intelligence. About 28.42% of students fell in the average category, while 18.95% were in the above-average category. Further, 13.68% of students were below average and 6.32% were in the low category.

The findings reveal that a majority of the students possessed moderate to high spiritual intelligence. This indicates awareness of values, self-understanding, and purpose in life. However, the presence of students in below-average and low categories indicates scope for further development of spiritual intelligence.

Table 2
Nature of Mental Health among Students

Level	Frequency	Percentage
High	34	35.79%
Above Average	22	23.11%
Average	21	22.11%
Below Average	11	11.58%
Low	7	7.37%

ANALYSIS AND INTERPRETATION:

The findings indicate that 35.79% of students possessed a high level of mental health, followed by 23.11% in the above-average category. Approximately 22.11% of students had an average level of mental health. Further, 11.58% of students fell in the below-average category and 7.37% were in the low category.

The results show that most students had good mental health. This suggests that they were generally able to manage stress, maintain emotional stability, and develop positive relationships. However, the presence of students in lower categories indicates the need for counseling and other forms of support.

Table 3
Relationship between Spiritual Intelligence and Mental Health

Variable	Mean	SD	Correlation
Spiritual Intelligence	76.05	8.50	+0.78
Mental Health	78.42	9.00	

Analysis and Interpretation:

The mean score of spiritual intelligence was found to be 76.05 with a standard deviation of 8.50, while the mean score of mental health was 78.42 with a standard deviation of 9.00.

The Karl Pearson's coefficient of correlation between spiritual intelligence and mental health was found to be **+0.78**, indicating a strong positive relationship between the two variables. This suggests that students with higher spiritual intelligence tend to have better mental health. Therefore, spiritual intelligence appears to play an important role in enhancing students' emotional and psychological well-being.

Table 4
Comparison of Spiritual Intelligence on the Basis of Gender

Gender	N	Mean	SD	SED	df	CR	Significance
Boys	48	72.84	7.90	1.64	93	3.98	Significant
Girls	47	Not reported in source	Not reported in source				

Analysis and Interpretation:

The calculated CR value of 3.98 was higher than the table value at the 0.05 level of significance. Therefore, the difference between boys and girls in spiritual intelligence was found to be statistically significant. The analysis reported in the source indicates that girls possessed higher spiritual intelligence than boys.

Table 5
Comparison of Mental Health on the Basis of Gender

Gender	N	Mean	SD	SED	df	CR	Significance
Boys	48	74.65	8.45	1.77	93	4.36	Significant
Girls	47	82.38	8.70				

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Analysis and Interpretation:

The calculated CR value of 4.36 was greater than the critical value at the 0.05 level of significance. Hence, the difference between boys and girls in mental health was statistically significant. The findings indicate that girls had better mental health compared to boys.

MAJOR FINDINGS OF THE STUDY

The major findings of the study are as follows:

1. Most college students possessed average to high levels of spiritual intelligence.
2. A majority of students possessed good mental health.
3. A smaller proportion of students was found in the below-average and low categories of both spiritual intelligence and mental health.
4. There was a strong positive relationship between spiritual intelligence and mental health, with a correlation coefficient of +0.78.
5. Students with higher spiritual intelligence tended to have better mental health.
6. A significant difference was found between boys and girls in spiritual intelligence.
7. A significant difference was found between boys and girls in mental health.
8. Girls were reported to possess higher spiritual intelligence and better mental health than boys.

DISCUSSION

The findings of the study indicate a strong positive relationship between spiritual intelligence and mental health. The positive correlation suggests that spiritual intelligence may contribute to emotional stability, effective stress management, self-awareness, positive attitudes, and overall psychological well-being.

Students who possess a greater sense of purpose and meaning in life may be better able to cope with academic and personal challenges. The results also indicate significant gender differences in spiritual intelligence and mental health, with girls reporting higher levels on both variables. The findings highlight the importance of developing spiritual intelligence among college students as part of their holistic development. Educational institutions may provide opportunities for self-reflection, value-based education, positive thinking, and other supportive practices that promote emotional and psychological well-being.

CONCLUSION

The present study was conducted to examine the relationship between spiritual intelligence and mental health among college students. On the basis of the analysis and interpretation of the available data, it can be concluded that most students possessed average to high levels of spiritual intelligence and mental health, while only a small percentage of students were found in below-average and low categories.

The study further revealed a strong positive correlation between spiritual intelligence and mental health. This indicates that students with higher spiritual intelligence tend to have better mental health. Such students may be more emotionally stable, capable of managing stress, and likely to maintain positive attitudes towards life.

The gender-wise analysis indicated that girls possessed higher spiritual intelligence and better mental health than boys, and the difference between them was statistically significant.

Thus, spiritual intelligence may be considered an important factor in improving the mental health of college students. The development of spiritual intelligence can support emotional balance, self-awareness, and overall well-being. Educational institutions should therefore focus on promoting values and practices that contribute to the holistic development and mental well-being of students.

EDUCATIONAL IMPLICATIONS

The findings of the study have the following educational implications:

1. Colleges and universities should promote activities that enhance self-awareness, values, and purpose in life.
2. Counseling and guidance services should be strengthened to support students experiencing emotional and psychological difficulties.
3. Educational institutions may organize workshops and programs related to stress management and emotional well-being.
4. Practices that promote reflection, positive thinking, and inner peace may be included in student development programs.
5. Teachers and counselors should pay attention to students who demonstrate lower levels of psychological well-being.
6. Holistic development programs should consider both intellectual and emotional aspects of student development.

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