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## Relationship Analysis of Spiritual Intelligence with Life Satisfaction of College Students

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### Abstract

The present study was conducted during December-January, 2022–23 at Ludhiana, Punjab, India to assess the relationship between spiritual intelligence and life satisfaction among college students. The sample consisted of 220 college students aged between 23–24 years. The sample consisted of equal number of male (n=110) and female (n=110) students. Random sampling was done to draw sample from four colleges of district Ludhiana. The objective of the study was to assess the relationship between spiritual intelligence and life satisfaction of college students. Sixfold spiritual intelligence scale by Kaur (2017) and Life satisfaction scale by Singh and Joseph (2015) were used as data collection tools to assess the spiritual intelligence and life satisfaction of college students. Gender wise mean score differences among college students across different dimensions of spiritual intelligence revealed no significant differences among various dimensions. Gender wise mean score differences among college students across different levels of life satisfaction showed a significant difference at low level of life satisfaction. The results revealed that all the dimensions of spiritual intelligence were positively related to life satisfaction of male and female college students. It would be also helpful for parents, counsellors, psychologists and human development professionals to understand the level of spiritual intelligence of college students. The present study will be useful for the youth to understand the importance of spiritual intelligence and its relationship with life satisfaction.

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**Keywords:** College students, male, female, life satisfaction, spiritual intelligence, relationship

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### 1. Introduction

The human mind contains a variety of intelligences that make the individual successful and outstanding in a particular field and make him satisfied with his or her life and in harmony with others (Chan and Siu, 2016). Spiritual intelligence helps people in any context (business, family also community) to develop their spiritual awareness, ability and intelligence, and also to use that intelligence to be more effective as individual, and to expand their ability to contribute more fully to the efforts of others (Srivastava and Misra, 2012). Tiwary (2013) said that education consists of four pillars which includes wisdom, knowledge, eloquent and spiritual perception. Spiritual intelligence improves critical thinking and creation of knowledge. Various societies and parts of the spiritual literature focus on the importance of obtaining meaning in spiritual development (Skrzypinska, 2014). Spiritual intelligence includes reasonable and logical thinking with emotional quotient (Upadhyay, 2017). Emmons (2000) said that spiritual intelligence is viewed as form of intelligence as it predicts adaptation and working or other abilities which enables individual to solve problems and attaining goals. Religion and spirituality are two different subjects, if we say

in layman's language both are used colloquially. Religion is set of external beliefs whereas spirituality is related to inner consciousness and its relation with the outer world (Oman, 2013). Buzan (2012) stated that spiritual intelligence is the conversion point from spiritual darkness to the realm of consciousness and spiritual development. People who have high level of spiritual intelligence are supposed to be happy, healthy and more productive in their lives (Tischler et al., 2002). Spiritual intelligence reflects emotional and social adjustment, improves the quality of life, builds realistic goals and expectations, and enables a life at peace with self and others (Seybold and Hill, 2001). Spiritual intelligence enables individuals to maintain inner and outer peace regardless of circumstances and to act with wisdom and compassion (Wigglesworth, 2006).

A person who has developed spiritual intelligence is not only better able to observe his own state of mind and the emotions of others, but also to distinguish between them (Jahanger and Kumar, 2018). Spiritual intelligence is defined as the ability to endure all forms of injustice and intolerance and to have a sense of purpose in life (Selman, 2011).

The concept of "Life Satisfaction" is a cognitive component



of subjective well-being which often effect positive affects and negative affects rarely (Diener and Emmons, 1984). Life satisfaction generally refers to an appraisal process in which individuals holistically evaluate the state of their lives based on their own unique criteria (Pavot and Diener, 2008). Life satisfaction is a result that is achieved when people compare what they have and what they want (Altay and Avci, 2009). Higher meaning in life and hope are linked to high level of life satisfaction can help individuals cope with dangerous irregularities (Abrams et al., 2005, Batthyany and Russo-Netzer, 2014). There are studies examining the association between life satisfaction and quality of life (Manning-Walsh, 2005); with optimism and personality characteristics (Halama, 2010); with depression, happiness, hope and meaning in life (Nasiri and Bahram, 2008); with humor and sense of gratitude (Proyer et al., 2013); with perfectionism (Calisandemira and Tagay, 2015); with social support, self-esteem and gender roles (Matud et al., 2014); with sensitivity for increasing social risk and undesirable feelings (Li et al., 2020). Hope is important psychological strength (Nesse, 1999). Spiritual intelligence or ability increases life satisfaction and makes it clear that people with higher spiritual intelligence are more able to adapt and overcome problems by relying on their inherent abilities. It strengthens us to withstand the adversities of life and the sole emergence of human pain and sadness (Green and Noble, 2010).

## 2. Materials and Methods

The study was conducted during December-January, 2022–23 at Ludhiana, Punjab, India in private colleges of Ludhiana district. The total sample of the study comprised of 220 post-graduate students in the age range of 23–24 years drawn randomly. Care was taken to distribute the total sample equally across two genders [males ( $n_m=110$ ) and females ( $n_f=110$ )]. To assess the spiritual intelligence level of respondents Six-fold Spiritual Intelligence Scale by Kaur (2017). This scale consists of 51 items which was divided into six dimensions namely connection with others, connection with the inner self, connection with cosmos, broadening of vision, creating abundance and seeking inner peace. The maximum score indicated a better level of spiritual intelligence. Norms for interpretation of the level of spiritual intelligence is given below Table 1.

Table 1: Levels of spiritual intelligence

Sl. No.	Overall spiritual intelligence	Range
1.	High	209–250
2.	Moderate	167–208
3.	Low	125–166

Similarly, the Life Satisfaction Scale developed by Singh and Gupta (2015) was used to measure the level of life satisfaction in college students across various levels i.e., low, medium and

high. The scale consisted of 35 items. The maximum score was 207 and the minimum was 84. The score values of the responses were assigned according to the responses showing the level of life satisfaction as given below in the table 2.

Table 2: Levels of life satisfaction

Sl. No.	Life satisfaction	Range
1.	High	167–207
2.	Moderate	126–166
3.	Low	84–125

The study was undertaken in following four-degree colleges selected randomly from district Ludhiana. The total sample was taken from Punjab College of Technical Education (Baddowal), Guru Nanak National College (Doraha), Gulzar Group of Institutes, Arya College, Ludhiana. The following statistical tools were used in order to analyse the data were frequency, percentage, independent t-test and Karl Pearson's Correlation Co-efficient.

## 3. Results and Discussion

The socio-personal characteristics of college students which indicated that almost half of the students were 23 years old and half were 24 years old. Major proportion of fathers of students were educated up to graduation level in which proportion of male respondents were higher as compared to female respondents. Similarly major proportion of respondent's mothers were educated up to graduation level with higher percentage of female respondents in contrast to male respondents. The father's occupation profile showed that most of the fathers were farmers with higher proportion of female respondents. While majority of mothers from both genders were found to be housewives. Further family type profile revealed that most of the students belong to nuclear families with slightly higher number of female respondents. The major proportion of students were found to have first birth order out of which number of male respondents were slightly higher contrarily to female respondents. The data regarding number of siblings revealed that half of the respondents had one sibling with a greater number of female respondents.

The data in table 3 presents gender-wise mean scores of college students across different dimensions of spiritual intelligence. Mean score showed that overall spiritual intelligence was almost same in both male and female respondents ( $193.48 \pm 25.19$ ) and ( $193.14 \pm 25.83$ ) respectively. In the dimension of connection with self, mean score was almost same for both males ( $33.60 \pm 5.36$ ) and females ( $33.20 \pm 4.24$ ) and mean score of connection with others was also almost same for both male ( $40.66 \pm 5.14$ ) and female ( $40.01 \pm 5.71$ ) students. The mean score of connection with cosmos for males was ( $29.52 \pm 4.85$ ) which is very close to the mean score of females ( $29.57 \pm 4.90$ ). Similarly mean score



Table 3: Gender-wise mean scores ( $\pm$ SD) of college students across different dimensions of spiritual intelligence

Dimensions of Spiritual Intelligence	Female (nf=110)		Male (nm=110)		t-value
	Mean	( $\pm$ SD)	Mean	( $\pm$ SD)	
Connection with Self	33.20	4.24	33.60	5.36	0.550 <sup>NS</sup>
Connection with Others	40.01	5.71	40.66	5.14	0.380 <sup>NS</sup>
Connection with Cosmos	29.57	4.90	29.52	4.85	0.945 <sup>NS</sup>
Seeking Inner Peace	42.67	6.58	42.98	6.91	0.735 <sup>NS</sup>
Broadening of Vision	25.66	5.00	24.96	3.49	0.231 <sup>NS</sup>
Creating Abundance	20.43	3.98	20.71	3.85	0.594 <sup>NS</sup>
Overall Spiritual Intelligence	193.14	25.83	193.48	25.19	0.922 <sup>NS</sup>

of seeking inner peace was also almost same for both male (42.98 $\pm$ 6.91) and female (42.67 $\pm$ 6.58) students. Mean score of female students was found to be slightly high in case of broadening of vision (25.66 $\pm$ 5.00) as compared to males (24.96 $\pm$ 3.49). And mean score of males in creating abundance was (20.71 $\pm$ 3.85) and for females it was 20.43 $\pm$ 3.98. And the results revealed no significant difference among male and female respondents across various dimensions of spiritual intelligence as both genders scored almost same in all the dimensions of spiritual intelligence.

The table 4 showed the Gender-wise mean score differences among college students across different levels of life satisfaction. Gender-wise significant difference was found at ( $p < 0.01$ ) at low level of life satisfaction and no significant difference was found at average and high level of life satisfaction as the mean differences between the male and female respondents was found to be less. At high level of life satisfaction, female respondents (183.67 $\pm$ 18.42) had higher mean score as compared to male respondents (170 $\pm$ 3.16) similarly at average level, mean score of female respondents

Table 4: Gender-wise mean score ( $\pm$ SD) differences among college students across different levels of life satisfaction

Females (nf=110)	Females (nf=110)		Males (nm=110)		t-value
	Mean	$\pm$ SD	Mean	$\pm$ SD	
High	183.67	$\pm$ 18.42	170	$\pm$ 3.16	1.62 <sup>NS</sup>
Average	143.70	$\pm$ 10.77	142.61	$\pm$ 8.88	0.84 <sup>NS</sup>
Low	120.12	$\pm$ 3.66	112.85	$\pm$ 10.03	2.75*

\* $p \leq 0.01$

(143.70 $\pm$ 10.77) was found to be a bit higher than the mean score of male respondents (142.61 $\pm$ 8.88) and at low level, mean score of females (120.12 $\pm$ 3.66) was higher than males which was observed to be 112.85 $\pm$ 10.03. The results were in line with the research conducted by Joshanloo and Jovanovic (2020) which revealed that women respondents were found to be more satisfied with their lives as compared to male respondents. Similarly, Inglehart (2002) findings concluded that female respondents had higher levels of life satisfaction as compared to male respondents as females find happiness in small things like spending time with their family, taking care of others and being happy in present thus, they feel more satisfied with their life.

Table 5 highlights the relationship between various dimensions of spiritual intelligence and life satisfaction among college students. Among total respondents, a positive relationship was found between connection with self ( $r=0.339$ ,  $p \leq 0.05$ ), connection with others ( $r=0.337$ ,  $p \leq 0.05$ ) and life satisfaction and a significant positive relationship existed between connection with cosmos ( $r=0.300$ ,  $p \leq 0.05$ ) dimension of spiritual intelligence and life satisfaction. Similarly, a positive relation was found between seeking inner peace ( $r=0.301$ ,  $p \leq 0.05$ ), broadening of vision ( $r=0.270$ ,  $p \leq 0.05$ ) and creating abundance ( $r=0.276$ ,  $p \leq 0.05$ ) and life satisfaction of college students. A significant and positive relationship also existed between overall spiritual intelligence ( $r=0.368$ ,  $p \leq 0.05$ ) and life satisfaction. Spiritual intelligence is the main factor that helps individual face life difficulties and to overcome obstacles and direct them to form a bridge toward life happiness and therefore, increase the life satisfaction. The results were in line with the research conducted by (Kalantarkousheh et al., 2014) which showed a meaningful relation between life satisfaction and spiritual intelligence.

Table 5: Relationship between spiritual intelligence and life satisfaction among college students (n=220)

Dimensions of Spiritual Intelligence	Life Satisfaction
Connection with Self	0.339*
Connection with Others	0.337*
Connection with Cosmos	0.300*
Seeking Inner Peace	0.301*
Broadening of Vision	0.270*
Creating Abundance	0.276*
Overall Spiritual Intelligence	0.368*

\* $p \leq 0.05$

From table 6, it is evident that positive correlation existed among male and female college students across various dimensions of spiritual intelligence and life satisfaction. A correlation was found between connection with self ( $r=0.370$ ,  $p \leq 0.05$ ), connection with others ( $r=0.292$ ,  $p \leq 0.05$ ) and among connection with cosmos ( $r=0.397$ ,  $p \leq 0.05$ ) and life

Table 6: Relationship between spiritual intelligence and life satisfaction among male and female college students

Dimensions of spiritual intelligence	Life satisfaction	
	Females (n=110)	Males (n=110)
Connection with Self	0.370**	0.315**
Connection with Others	0.292**	0.378**
Connection with Cosmos	0.397**	0.210***
Seeking Inner Peace	0.341**	0.263**
Broadening of Vision	0.304**	0.268**
Creating Abundance	0.360**	0.186 <sup>NS</sup>
Overall Spiritual Intelligence	0.395**	0.343**

\*\* : Correlation is significant at  $p \leq 0.05$ ; \*\*\*: Correlation is significant at  $p \leq 0.10$

satisfaction. A significant and positive correlation was found between other dimensions like seeking inner peace ( $r=0.341$ ,  $p \leq 0.05$ ), broadening of vision ( $r=0.304$ ,  $p \leq 0.05$ ), between creating abundance ( $r=0.360$ ,  $p \leq 0.05$ ) and life satisfaction of female college students. A positive and significant correlation was found between overall spiritual intelligence ( $r=0.395$ ,  $p \leq 0.05$ ) and life satisfaction. Similarly, among the correlation between various dimensions of spiritual intelligence and life satisfaction of male college students showed a significant positive correlation between connection with self ( $r=0.315$ ,  $p \leq 0.05$ ), connection with others ( $r=0.378$ ,  $p \leq 0.05$ ), connection with cosmos ( $r=0.210$ ,  $p \leq 0.10$ ) and life satisfaction. A significant correlation was found between seeking inner peace ( $r=0.263$ ,  $p \leq 0.05$ ) and life satisfaction, positive correlation was seen in broadening of vision ( $r=0.268$ ,  $p \leq 0.05$ ) and life satisfaction. Non-significant correlation existed between creating abundance dimension of spiritual intelligence and life satisfaction. A positive correlation was found between overall spiritual intelligence ( $r=0.343$ ,  $p \leq 0.05$ ) and life satisfaction.

Study conducted by (Alghraibeh and Alotaibi, 2017) supported the results that spiritual intelligence is positively correlated with life satisfaction among male and female students. Similarly, another study done by (Munawar and Tariq, 2018) among male and female adults shows that a positive and significant relationship exists between spiritual intelligence and life satisfaction.

#### 4. Conclusion

Spiritual intelligence has a major role in provision and promotion of life satisfaction. In case of female students all the dimensions of spiritual intelligence had positive relationship with life satisfaction as females are more soulful than males and are far ahead when it comes to spiritual strength. Whereas in case of male students all the dimensions of spiritual intelligence except for one were positively related with life

satisfaction at significant level. And in male respondents all the dimensions of spiritual intelligence were positively related with life satisfaction except for creating abundance. Male respondents were more spiritually intelligent and helps in improving and managing themselves and handling their relationship more artfully which in turn improves their life satisfaction.

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