



## Spiritual intelligence and Academic stress among undergraduate students of North Bangalore.

<sup>1</sup>Vimala M, <sup>2</sup>Dr. Anthony William George,

<sup>1</sup>Research Scholar, Psychology, Garden City University, Bengaluru, Karnataka, 560049, India

<sup>2</sup>Research Supervisor, Psychology, Garden City University, Bengaluru, Karnataka, 560049, India

### Abstract

**Background:** Academic stress is a growing concern among undergraduate students, where academic competition and expectations are high. Excessive academic stress can negatively affect students' mental health and academic performance. Spiritual intelligence is characterized as the capacity of humans to ponder the ultimate meaning and purpose and the intertwined nature of our relationship with the world around us. It helps individuals to manage stress by promoting emotional stability, self-awareness, and resilience. This study explores the relationship between spiritual intelligence and academic stress among undergraduate students

in North Bangalore, aiming to understand whether spiritual intelligence can act as a buffer against academic pressures.

**Aim:** The aim of this study is to examine the relationship between spiritual intelligence and academic stress among undergraduate students in North Bangalore. It seeks to determine whether higher levels of spiritual intelligence are associated with lower levels of academic stress. The study also aims to highlight the potential role of spiritual intelligence as a coping mechanism for managing academic stress.

**Method:** The scale used for measuring the Spiritual Intelligence was 'The Spiritual Intelligence Self-Report Inventory (SISRI-24)' which was constructed by David King (2008). The Academic stress scale consisting of forty items representing five stressor domains namely; Cognitive, Affective, Behavioral, Physical and Social was developed (based on Sinha et al., (2001)'s thirty item Scale for Assessing Academic Stress). The purposive sampling method used to collect 217 male and female college students ranging between 18 to 25 years of age through Pearson's correlational research design, regression analysis, and independent sample t-

test, as a part of quantitative research

**Result:** The current study shows that there is a significant positive correlation between Spiritual intelligence and Academic stress among the graduate students and the findings indicate that there was no significant difference among male and female students

*Keywords: Spiritual intelligence, Academic stress, Adolescence, Graduate, Relationship*

## Introduction

### *Spiritual intelligence*

Spiritual intelligence is characterized as the capacity of humans to ponder the ultimate meaning and purpose and the intertwined nature of our relationship with the world around us. Individuals' psychological well-being rises as well as their capacity to accomplish a life goal as a result of it. Research has shown that people with greater tendency to spirituality have less inclination toward suicide, and it has been reported that they feel more improvement and less depressed (Bekelman et al. 2007; McClain et al. 2003). Spiritual intelligence is the ability to uncover our deepest meanings, goals, and motivations (Zohar, 2000). Stress can influence graduate healthcare students' capacity to perform academically and professionally, as well as their clinical competence and well-being. Test anxiety is a common occurrence among college students. Extreme worry and stress before and during an exam, on the other hand, can have negative consequences. When anxiety prohibits the student from performing or giving their best on an exam, it leads them to feel nervous all of the time. Test anxiety is a set of physical symptoms and mental responses that make it difficult to perform well on tests. Many students suffer from varied degrees of exam anxiety for a variety of reasons. Highly test-anxious people tend to fare worse on exams than lowest-anxious people, especially when the tests are given under stressful, evaluative compassion and Test Anxiety circumstances. Test anxiety is

more than just apprehension prior to a test. A little pre-exam anxiousness can escalate into severe feelings of concern, dread, and panic in students who suffer from test anxiety, which can have a significant impact on performance. Young people with test anxiety frequently have increased levels of self-criticism (Cunha & Paiva, 2012). In recent years, cases of students' melancholy, anxiety, depression, suicidal tendency, emotional distress and even panic attacks have skyrocketed, imprinting its implications on their overall performance, especially in the academic dimensions.

### *Academic Stress*

The term stress has been a universal concept experienced by people throughout their life. Bernstein (2008) viewed stress as “a negative emotional, physiological, cognitive, and behavioral process that happens when the person tried to adjust with stressors. In the present scenario everyone is forced to make various alternations in their day-to-day practices due to unavoidable stress caused by external and internal events. Now a days the academic achievements is one of the most important contemplations in educational setting. Most of the students are experiencing stress that affecting the individual's overall development (Banerjee & Chatterjee, 2016). The academic stress experienced by students due to academic challenges or failures in their school.

The research on academic stress among university students, as outlined in your summary, underscores the pervasive nature of this issue and

its implications for students' well-being and academic success. The systematic review proposed for analyzing scientific articles from 2018 to 2020 holds significant promise for advancing our understanding of the factors contributing to academic stress and informing effective interventions.

## Review of literature

According to a study conducted by Rajeswari and Panner Selvam (2019), on academic achievement in relation to Emotional intelligence and spiritual intelligence of M.Ed students. The conclusion drawn from the study was they found a significant relationship between spiritual and emotional intelligence with academic achievement of students enrolled in higher studies.

In their study, Soylemez and Koc (2019) investigated the role of spiritual intelligence as a predictor of meaningfulness in life and life satisfaction. Spiritual intelligence, defined as an ability to find meaning in life and achieve life satisfaction, was the focus of their research. Conducted among 338 students, the study revealed compelling findings. Firstly, it demonstrated a significant positive relationship between spiritual intelligence and meaningfulness in life, suggesting that individuals with higher levels of spiritual intelligence tend to perceive life as more meaningful. Secondly, the study found a significant positive correlation between spiritual intelligence and life satisfaction, indicating that

those with greater spiritual intelligence tend to experience higher levels of satisfaction with their lives. These findings underscore the importance of spiritual intelligence in fostering a sense of meaning and satisfaction in individuals' lives.

In the present academic life students are undergoing a lot of stress based on the demands of academic life. According to the study done by Agolla & Ongori, (2009), Stress is considered to be a part of students' life and can impact the student's coping strategies in accordance with the demands of academic life. This is so because academic work is always accomplished with stressful activities. Students experience academic stress in terms of preparing and taking exams, class ranking competition, mastering huge syllabus with a shorter duration. According to the study done by Rawson, Bloomer, & Kendall (1999), Students reported their experience of high academic stress at predictable times in each semester which results from preparing and taking exams, class ranking competition, and mastering huge amount of syllabus in a comparatively very small amount of time

Students perceive academic pressure due to time constraints to complete the assignments, academic workload, and their academic self-perception (Bedewy & Gabriel, 2015). Academic stress is followed by the anxiety, depression, decrease exercise, changes in eating, habits, and sleep disturbances (Backovic, et al., 2021; Schraml, et al., 2011) There is a strong

relationship found between stressful events and reduced academic performances as well as there is a link between health related issues and quality of life among students, (Dusselier, et al., 2005; Misra & Mckean, 2000)

### **Method**

The present study aims at studying the relationship among spiritual intelligence on academic stress among undergraduate students. A survey method was used to collect data from participants based on the quantitative approach. Data were collected through online questionnaires through circulation of Google Forms.

### **Objective of the study**

- To find the significant relationship between spiritual intelligence and academic stress among undergraduate students of North Bangalore.
- To find the significant influence of spiritual intelligence and academic stress among undergraduate students of North Bangalore
- To study the significant difference between Spiritual Intelligence and Academic Stress among males and females of undergraduate students of North Bangalore.

### **Hypotheses**

H01: There is no significant relationship between Spiritual Intelligence and Academic Stress among undergraduate students of North Bangalore.

H02: There is no influence of Spiritual Intelligence and Academic Stress among undergraduate students of North Bangalore.

H03: There is no significant difference between Spiritual Intelligence and Academic Stress among males and females of undergraduate students of North Bangalore.

### **Variables**

**Independent variable:** Spiritual Intelligence

**Dependent variable:** Academic stress

### **Sampling techniques**

The data in this study was collected using Purposive sampling technique, through online, using two questionnaires to collect data among college students in North Bangalore. The sample includes 217 male and female college students ranging between 18 to 25 years of age.

### **Research Design**

The obtained data was run through Pearson's correlational research design, regression analysis, and independent sample t-test, as a part of quantitative research method primarily aimed at exploring the relationship between two variables.

### **Operational Definitions of the variables**

**Spiritual Intelligence:** Spiritual intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that: "...contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent

aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states."

David B. King

**Academic Stress:** Academic stress constitutes one of the health difficulties of an adaptive nature in the psychological field in the academic context, the same that many students have, who have greater academic overload or other similar factors; in which it is necessary to take actions in order to minimize its effects in the short and long term (Rodríguez, A. et al., 2020); since it routinely hinders the ability to concentrate and academic performance (Rodríguez, I. et al., 2020).

#### ***Inclusion Criteria***

- Regular undergraduate college students are a part of the study.
- Both male and female are included in the study

#### ***Exclusive criteria***

- Evening and correspondence undergraduate students are not a part of the study.
- Postgraduate students are not a part of the study.

### **Result**

A total of 271 young adults were part of the current study. The gender distribution within the sample population reveals that 14.76% (n=40) are male samples and 85.23% (n=177) were female samples. The age distribution of the participants ranges from 18 to 25, with a mean

age of 21.01. This indicates that most of the sample falls within the young adult age group.

***Table 01: Showing Pearson's Correlation between Spiritual intelligence and Academic Stress***

Variables	N	Pearson's Correlation	Sig. (2-tailed)
Spiritual intelligence	217	1	.368
Academic stress	217	-.061	1

According to the table 1, showing the results of Pearson's correlation between spiritual intelligence and academic stress it has been observed that the significant value obtained is 0.368 which is less than the table value at 0.05 level, which indicates that there is a weak negative correlation between the spiritual intelligence and academic stress variable. Thus, the null hypotheses which states that "There is no significant relationship between academic stress with spiritual intelligence among undergraduate students of north Bangalore" has been rejected. Duncan-Williams, B (2015) conducted a study on academic stress, academic performance and the psychological well-being of 182 senior high school remedial students. Analysis indicated a positive relationship between academic stress and psychological well-being. Similarly, the results shows that there is a significant relationship between spiritual intelligence and academic stress.

**Table 02: Showing Regression analysis between Spiritual Intelligence and Academic Stress**

Model	R	Adjusted R Square	Std. Error of the Estimate	R Square	Sig. F Change
1	.061 <sup>a</sup>	.004	14.243	.004	.368

*a. Predictors: (Constant), Academic stress*

Table 2 shows the results on regression analysis between spiritual intelligence and academic stress, since the  $R^2$  value is 0.004 which is lesser than 0.005, and the adjusted  $R^2$  value is 0.001, this show that there is no major difference between the adjusted  $R^2$  value and R square value, it can be inferred that there is no significant influence of spiritual intelligence and academic stress. Therefore, the null hypothesis which states that “There is no influence of spiritual intelligence and academic stress among under graduate students of north Bangalore” is rejected.

**Table 03: Showing Independent sample T- test results of the variables between males and females**

		F	Sig.	t	df	Sig (2 t)
SI	EA	.023	.879	.960	215	.33
	ENA			.900	54.3	.37
AS	EA	.050	.823	.949	215	.34
	ENA			.947	57.8	.34

According to table 3, showing independent sample T- test results of the variables between males and females the two tailed significance value was calculated as 0.338 and 0.344 for spiritual intelligence and academic stress respectively under equal variance assumed. This indicate that the values are lesser than 0.5 level significance and difference between the values are negligible, “There is no significant difference between spiritual intelligence and academic stress among males and females of undergraduate students of north Bangalore” Therefore, the null hypothesis is accepted. Similar results have obtained by study conducted by Roy, Thomas, and Joy (2021) examined the relationship between emotional intelligence and academic stress among undergraduate students. 119 undergraduate students (18-24 years old; 63 females; 56 males) from various colleges in Kerala were chosen at random. Data gathering methods included Shutte’s Emotional Intelligence Test (SSREIT) and the Academic Stress Inventory by Lin Chen (1997). Mann-Whitney U test and Spearman rank order

correlation were used to assess the data that had been collected. The findings of the current study show a strong connection between emotional intelligence and academic stress. The findings showed that there was a considerable gender difference in emotional intelligence, with men scoring higher than women. Additionally, there was no statistically significant gender difference in academic stress.

### Conclusion

The current study gave an insight into the variables - spiritual intelligence and academic stress among college students and rejected the null hypothesis which stated that there was no significant relationship between spiritual intelligence and academic stress. Therefore, indicating that spiritual intelligence influences the academic stress among students. There is no significant difference in spiritual intelligence and academic stress among males and females.

### Reference

- Agolla, J. E. & Ongori, H. (2009). An Assessment of Academic Stress among Undergraduate Students: The Case of University of Botswana. *Educational Research and Review*, 4 (2), 63- 70.
- Backović, D., Živojinović, J., Maksimović, J., & Maksimović, M. (2012). Gender differences in academic stress and burnout among medical students in final years of education. *Psychiatria Danubina*, 24(2), 175-181.
- Chao RC. Managing perceived stress among college students: The roles of social support and dysfunctional coping. *J Coll Couns.* 2012;15(1):5-21. <https://doi.org/10.1002/j.2161-1882.2012.00002.x>
- Cunha, M., & Paiva, M. J. (2012). Test anxiety in adolescents: The role of self-criticism and acceptance and mindfulness skills. *The Spanish Journal of Psychology*, 15(2), 533– 543. [https://doi.org/10.5209/rev\\_SJOP.2012.v15.n2.38864](https://doi.org/10.5209/rev_SJOP.2012.v15.n2.38864)
- Fry, L. W. (2003). Toward a theory of spiritual leadership. *The Leadership Quarterly*, 14(6), 693–727. Retrieved from <http://dx.doi.org/10.1016/j.leaqua.2003.09.001>
- Klinger, D. A., Freeman, J. G., Bilz, L., Liiv, K., Ramelow, D., Sebok, S. S., & Rasmussen, M. (2015). Cross-national trends in perceived school pressure by gender and age from 1994 to 2010. *European Journal of Public Health*, 25, 51–56. <https://doi.org/10.1093/eurpub/ckv027>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal and Coping*. New York: Springer
- Maddi, S. (1967). The existential neurosis. *Journal of Abnormal Psychology*, 72, 311-325.
- Maddi, S.R. (2004). Hardiness: An operationalization of existential courage. *Journal of Humanistic Psychology*, 44, 279-298. doi:10.1177/0022167804266101
- Rajeswari, S., & Panneer Selvam, S. K. (2019). A study on students academic achievement in relation to emotional intelligence and spiritual intelligence of m.ed students. Shanlax



*International Journal of Arts, Science  
and Humanities*, 7(2), 24  
38.doi:10.34293/sijash.v7i2.

Söylemez, A., & Koç, M. (2019). Studying  
spiritual intelligence as a predictor on  
meaningfulness and life satisfaction. *Spiritual*

*Psychology and Counseling*, 4(2), 109-  
122.doi:10.37898//spc.2019.4.2.0060

Zohar, D., & Marshall, I. (2000). *SQ—Spiritual  
intelligence, the ultimate intelligence*. London:  
UL copy.