A Comparative Study of Spiritual Intelligence Among Arts, Commerce, and Science Graduate-Level Students in Relation to Their Social Adjustment

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Abstract

This study investigates the relationship between spiritual intelligence and social adjustment among graduate students from Arts, Commerce, and Science streams. The study aims to understand how students' fields of study influence their spiritual intelligence and ability to socially adapt, contributing to holistic development in education. Using quantitative methods, this research compares levels of spiritual intelligence and social adjustment, offering insights into their interdependence.

Introduction

In the modern educational landscape, understanding students' spiritual intelligence and its impact on their social adjustment is critical. Spiritual intelligence reflects the capacity to live with purpose and meaning, while social adjustment refers to the ability to adapt effectively to social environments. This study aims to bridge the gap between academic disciplines and these key psychological and social dimensions.
Introduction

In an era of rapid technological advancements and global interconnectedness, students' holistic development has become a crucial area of focus in education. Academic achievements alone no longer suffice to prepare students for life's complexities; they must also possess spiritual intelligence and social adaptability to navigate the challenges of the modern world. Spiritual intelligence, defined as the ability to find meaning, purpose, and values in life, plays a vital role in shaping an individual's overall personality and interpersonal relationships. On the other hand, social adjustment is the ability to adapt effectively to societal expectations, build meaningful connections, and maintain emotional balance in diverse social settings.

The educational journey offers a unique opportunity to shape these traits, but the influence of academic disciplines on spiritual intelligence and social adjustment remains an underexplored area. Students pursuing Arts, Commerce, and Science face distinct academic and social environments that may impact their cognitive and emotional growth differently. For instance, Arts students are often encouraged to explore creativity and human emotions, while Commerce students are trained in analytical and financial thinking. Science students, in contrast, are immersed in logic-driven problem-solving. These variations could influence their spiritual awareness and capacity to adjust socially.

Existing literature emphasizes the importance of spiritual intelligence in managing stress, fostering well-being, and enabling better decision-making (King, 2008; Emmons, 2000). Additionally, studies such as those by Singh and Sharma (2018) and Kaur (2016) underline the need to understand how academic disciplines impact students' social adjustment. However, the specific interplay between spiritual intelligence and social adjustment across educational streams remains largely unexplored, particularly in the Indian context.

This study aims to bridge this gap by comparing the spiritual intelligence and social adjustment of graduate students from Arts, Commerce, and Science disciplines. It examines whether and how these two dimensions interact, providing insights into the holistic development of students in diverse academic fields. Such an understanding is crucial for educators and

policymakers to design interventions that cater to students' cognitive, emotional, and spiritual needs, ensuring their readiness to face the multifaceted challenges of life.

Needs for the Study

1. Holistic Development of Students

Modern education systems focus heavily on academic excellence while often neglecting the emotional, social, and spiritual aspects of development. This study addresses the need to integrate spiritual intelligence and social adaptability into the educational framework, ensuring students are prepared for real-life challenges.

2. Interdisciplinary Understanding

Students in Arts, Commerce, and Science streams experience varied educational and social environments. Understanding how these environments influence spiritual intelligence and social adjustment is essential for tailoring support systems that meet the unique needs of students from different disciplines.

3. Stress and Mental Health Management

With increasing academic pressure and societal expectations, many students struggle with stress and mental health issues. Spiritual intelligence is known to enhance resilience and coping mechanisms, while social adjustment fosters supportive interpersonal relationships. This study identifies these needs to help educators design programs that support students' well-being.

4. Improved Educational Policies

The findings can inform policymakers to create holistic educational curricula that balance intellectual, emotional, and spiritual development across academic streams. It highlights the importance of incorporating life skills and spiritual intelligence training into higher education.

5. Bridging Gaps in Research

Although prior research has explored spiritual intelligence and social adjustment independently, limited studies examine their interplay across different academic streams, particularly in the Indian context. This study addresses this gap, offering new insights for educators, researchers, and policymakers.

6. Enhancing Social Cohesion

Social adjustment is a critical skill for building harmonious societies. By exploring the role of spiritual intelligence in fostering social adaptability, the study contributes to creating a generation of socially aware and empathetic individuals.

Keywords

Education, spiritual intelligence, academic disciplines, social adjustment, students

Objectives

1. To assess the level of spiritual intelligence among Arts, Commerce, and Science graduate students.
2. To examine the relationship between spiritual intelligence and social adjustment among these groups.
3. To compare the levels of social adjustment among Arts, Commerce, and Science graduate students.
4. To explore how spiritual intelligence influences social adjustment differently across the three academic streams.

Hypotheses

1. There is no significant difference in spiritual intelligence among Arts, Commerce, and Science graduate students.
2. There is no significant relationship between spiritual intelligence and social adjustment in the selected groups.
3. There is no significant difference in the levels of social adjustment among Arts, Commerce, and Science graduate students.

4. Spiritual intelligence does not significantly influence social adjustment across academic streams.

Delimitations

1. The study is confined to graduate students in Arts, Commerce, and Science streams.
2. The sample size is limited to students from urban universities.
3. The study considers only final-year graduate students.
4. Data collection is limited to self-reported measures through standardized questionnaires.
5. The study is restricted to Indian universities, and findings may not generalize to other cultural contexts.

Detailed Objectives with Interpretation

Objective 1:

To assess the level of spiritual intelligence among Arts, Commerce, and Science graduate students.

Interpretation:
This objective aims to measure the spiritual intelligence of students across different academic streams. Spiritual intelligence is the ability to apply spiritual values like empathy, mindfulness, and self-awareness in daily life. By assessing these levels, we can determine whether the choice of academic discipline influences spiritual growth and awareness. The findings could highlight if certain disciplines inherently encourage or hinder spiritual development.

Objective 2:

To examine the relationship between spiritual intelligence and social adjustment among these groups.

Interpretation:
Social adjustment involves the capacity to adapt to societal norms, build relationships, and maintain mental well-being in social contexts. This objective seeks to explore whether students with higher spiritual intelligence are better equipped to socially adjust. The results could reveal the interplay between internal spiritual growth and external social adaptability, providing insights for creating balanced educational programs.

Objective 3:
To compare the levels of social adjustment among Arts, Commerce, and Science graduate students.

Interpretation:
Different academic streams expose students to varied environments, peer interactions, and pressures. This objective focuses on identifying variations in social adjustment among students of Arts, Commerce, and Science. Understanding these differences will help in recognizing which groups face more challenges in adapting socially, enabling institutions to provide targeted interventions.

Objective 4:
To explore how spiritual intelligence influences social adjustment differently across the three academic streams.

Interpretation:
The impact of spiritual intelligence on social adjustment may not be uniform across disciplines. For instance, Arts students might derive social adaptability from creativity and emotional expression, while Commerce students might use practical approaches, and Science students might rely on logical reasoning. This objective aims to unravel these nuanced dynamics, emphasizing the unique roles spiritual intelligence plays in shaping social behavior in each academic stream.

Review of Literature

1. King, D. B. (2008) - Explored the construct of spiritual intelligence and its relevance in personal and social functioning, highlighting its importance in academic contexts.

2. Emmons, R. A. (2000) - Discussed the integration of spirituality into intelligence frameworks, suggesting that spirituality impacts broader life outcomes.

3. Singh, P., & Sharma, S. (2018) - Investigated the role of spiritual intelligence in stress management among students and its implications for social adjustment.

4. Kaur, M. (2016) - Examined differences in social adjustment across disciplines, emphasizing the role of education in shaping interpersonal relationships.

5. Gardner, H. (1983) - Proposed the theory of multiple intelligences, which indirectly supports the inclusion of spiritual intelligence as a critical factor in educational success.

6. Zohar, D., & Marshall, I. (2000) - In their seminal work Spiritual Intelligence: The Ultimate Intelligence, the authors introduced the concept of spiritual intelligence as a higher dimension of intelligence that integrates spiritual principles into daily decision-making and problem-solving. They argued that spiritual intelligence enables individuals to address fundamental life questions, fostering greater self-awareness and interpersonal harmony. This study provides a foundation for understanding the role of spiritual intelligence in shaping social behaviors.

7. Chaudhari, A., & Dutta, S. (2017) - In their research on The Role of Social Adjustment in Academic Success, the authors emphasized the importance of social adjustment in higher education, noting that students with better social skills tend to have higher academic performance and emotional well-being. Their work highlighted the interplay between personal traits like emotional stability and social adaptability, underscoring the need to study these attributes in specific academic contexts, such as Arts, Commerce, and Science.

Methodology

Research Design: Comparative, correlational design.

Sample: A purposive sample of 300 graduate students (100 each from Arts, Commerce, and Science streams).

Research Design

The study adopts a comparative, correlational research design to assess and compare the spiritual intelligence and social adjustment levels of Arts, Commerce, and Science graduate students. This approach allows for identifying differences across streams and exploring the relationships between the two variables.

Population and Sample

Population: Final-year graduate students from Arts, Commerce, and Science disciplines in Indian universities.

Sample Size: A purposive sample of 300 students, with 100 students from each academic stream (Arts, Commerce, and Science).

Sampling Technique: Stratified random sampling is employed to ensure representation across gender, socio-economic background, and urban/rural settings.

Variables

Independent Variable: Academic streams (Arts, Commerce, and Science).

Dependent Variables:

Spiritual Intelligence

Social Adjustment

Tools for Data Collection

1. Spiritual Intelligence Tool by K.S. Mishra

In this study, we utilize the Spiritual Intelligence Scale developed by K.S. Mishra (2004), a widely used tool to measure spiritual intelligence among individuals. Mishra's tool evaluates the extent of spiritual intelligence through specific dimensions that reflect spiritual awareness, behavior, and emotional intelligence. This scale is particularly useful in understanding how an individual's spiritual intelligence influences their decision-making, stress management, and overall life satisfaction.

Dimensions of Spiritual Intelligence According to K.S. Mishra

The tool is based on several key components of spiritual intelligence:

Existential Meaning: The ability to find meaning and purpose in life, regardless of circumstances. This dimension reflects one's capacity to live in alignment with deeper existential values.

Transcendental Awareness: The ability to engage in higher consciousness or awareness beyond ordinary cognitive processes, often associated with meditation or mindfulness.

Spiritual Practices and Beliefs: This dimension includes regular spiritual activities such as prayer, meditation, or other rituals that help individuals connect with their inner self or a higher power.

Self-Transcendence: The ability to move beyond self-centeredness, engaging in compassionate behavior toward others, and working for the greater good of society.

Critical Thinking and Spiritual Reflection: The capacity for reflective thinking that connects spiritual experiences to daily life, helping individuals to analyze situations through the lens of their spiritual beliefs.

Structure of the Scale

The scale consists of 30 items that assess the various dimensions of spiritual intelligence. Each item is rated on a Likert scale, where respondents indicate their level of agreement or disagreement with statements related to their spiritual beliefs, practices, and experiences.

Reliability and Validity

K.S. Mishra's Spiritual Intelligence Scale has undergone extensive psychometric testing, showing good internal consistency (Cronbach's alpha) and construct validity. The tool has been validated through both factor analysis and correlation with other measures of emotional intelligence and psychological well-being, making it a reliable instrument for the current study.

Application in the Current Study

In this study, the Spiritual Intelligence Scale by K.S. Mishra is used to assess the spiritual intelligence levels of graduate students across the Arts, Commerce, and Science disciplines. By comparing the spiritual intelligence levels among these groups, the study aims to understand how academic environments influence the development of spiritual intelligence, which can, in turn, affect social adjustment.

Interpretation of Results Using Mishra's Tool

The scale's results will be interpreted based on the aggregated scores in each dimension of spiritual intelligence:

High Scores: Indicate a strong alignment with spiritual practices, reflective thinking, and emotional awareness.

Medium Scores: Reflect moderate engagement with spiritual intelligence, with some aspects being more developed than others.

Low Scores: Suggest limited involvement with spiritual practices, lack of transcendental awareness, or low emotional intelligence in spiritual contexts.

This approach will provide a comprehensive understanding of how spiritual intelligence varies among students from different academic disciplines and how it correlates with their ability to socially adjust.

2. Social Adjustment Scale bySocial Adjustment Scale by Devendra Singh and Rachana Khandelwal

The Social Adjustment Scale (SAS) developed by Devendra Singh and Rachana Khandelwal is a widely used psychological tool designed to assess an individual's ability to adjust to various social situations. The scale is particularly useful in educational settings, where social adjustment plays a crucial role in a student's ability to thrive academically and personally. It provides insights into how well students can adapt to their social environments, including their interactions with peers, faculty, and family members.

Dimensions of the Social Adjustment Scale

The Social Adjustment Scale consists of several key dimensions, each focusing on a specific aspect of social behavior and adaptability. These include:

1. Interpersonal Relationships: This dimension assesses an individual's ability to form and maintain meaningful relationships with others, whether among peers, friends, or authority figures (such as teachers). It reflects the level of comfort a person feels in engaging with others in various social contexts.

2. Social Skills and Group Interaction: This measures a person's capacity to function effectively in group settings, including their ability to collaborate, cooperate, and communicate with others in both academic and non-academic environments. It also evaluates the level of confidence an individual has in group discussions and activities.

3. Emotional Adjustment: This dimension evaluates how well a person manages their emotions in social situations. It includes the ability to cope with stress, frustration, and emotional challenges in a balanced way, contributing to effective social interaction.

4. Academic Adjustment: This component examines how well students adapt to the academic demands of their educational environment. It reflects how students manage interactions with professors, adherence to academic expectations, and participation in class discussions and activities.

5. Family and Social Support: This dimension focuses on an individual's relationship with their family and the level of social support they receive. It assesses how well individuals can rely on family members and friends for emotional support and guidance during challenging times.

Structure of the Scale

The Social Adjustment Scale consists of 40 items that are designed to measure these dimensions. The responses are typically rated on a Likert scale ranging from "strongly agree" to "strongly disagree", allowing respondents to reflect their agreement or disagreement with each statement related to social adaptation.

Positive items (e.g., "I am comfortable in group discussions") are scored based on the extent of agreement.

Negative items (e.g., "I feel anxious in social gatherings") are scored in reverse, with higher scores indicating poorer social adjustment.

Reliability and Validity

The scale has demonstrated good reliability with a high Cronbach's alpha value, indicating consistent internal reliability across items. Additionally, it has shown good construct validity, having been correlated with other established measures of social well-being and adjustment. This makes the scale an effective tool for understanding social adjustment in different contexts, including academic environments.

Application in the Current Study

The Social Adjustment Scale by Singh and Khandelwal is utilized in this study to assess the social adaptability of graduate students across Arts, Commerce, and Science disciplines. By comparing scores on the Social Adjustment Scale with the Spiritual Intelligence Scale, the study will explore how well students adjust socially in relation to their spiritual intelligence and academic discipline.

Interpretation of Results Using the Social Adjustment Scale

The interpretation of the Social Adjustment Scale results will be based on the total scores in each dimension:

High Scores: Indicate good social adjustment, reflecting strong interpersonal relationships, emotional stability, effective academic functioning, and robust social support systems.

Medium Scores: Suggest moderate social adjustment, where students experience some challenges but generally adapt well in most areas.

Low Scores: Suggest poor social adjustment, where individuals may struggle with interpersonal relationships, emotional stability, or academic integration, and may lack sufficient social support.

Using the Social Adjustment Scale by Singh and Khandelwal provides a comprehensive understanding of students' social behaviors and adaptability. In combination with the Spiritual Intelligence Scale by K.S. Mishra, this research will offer valuable insights into how spiritual intelligence influences social adjustment across different academic streams. This tool allows for a more nuanced understanding of the factors contributing to students' overall well-being and their ability to navigate both academic and social challenges.

Procedure

Revised Procedure for Data Collection on 300 Graduate Level Students

The following procedure outlines the steps for conducting a study on 300 graduate-level students using the Spiritual Intelligence Scale (K.S. Mishra) and the Social Adjustment Scale (Singh & Khandelwal). The study aims to assess the spiritual intelligence and social adjustment levels of students across the Arts, Commerce, and Science disciplines.

Participant Selection

1. Population:
The study targets final-year graduate students from Arts, Commerce, and Science disciplines in Indian universities. A total of 300 students will be selected for the study, with 100 students from each academic stream (Arts, Commerce, and Science).

2. Sampling Technique:
A stratified random sampling technique will be used to ensure representation from various demographic backgrounds, such as gender, socio-economic status, and urban/rural settings. This method will ensure that each discipline is equally represented within the sample.

3. Inclusion Criteria:

Students must be enrolled in the final year of their undergraduate program (Arts, Commerce, or Science).

Students should be willing to participate and provide informed consent.

Ethical Considerations and Informed Consent

1. Ethical Approval:
The study will be submitted for ethical approval to the university's Institutional Review Board (IRB). Ethical considerations, such as participant confidentiality, voluntary participation, and the right to withdraw, will be outlined and adhered to.

2. Informed Consent:
All participants will be provided with an informed consent form detailing the study's purpose, confidentiality assurances, and voluntary participation. The form will clarify that the data will be used solely for academic research.

Administration of the Questionnaires

1. Spiritual Intelligence Scale (K.S. Mishra):

The Spiritual Intelligence Scale consists of 30 items across 4 dimensions (Existential Meaning, Transcendental Awareness, Self-Transcendence, and Critical Thinking).

Participants will rate each statement using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

The questionnaire will be administered either in paper form or through an online platform (Google Forms or SurveyMonkey), depending on availability and logistics.

2. Social Adjustment Scale (Singh & Khandelwal):

After completing the Spiritual Intelligence Scale, students will complete the Social Adjustment Scale.

The Social Adjustment Scale consists of 40 items assessing dimensions like interpersonal relationships, emotional adjustment, and academic adjustment. Items are rated on a Likert scale from 1 to 5.

The questionnaire will also be administered via paper forms or an online survey.

3. Timeframe:

The total time for completing both questionnaires is approximately 45-60 minutes. To minimize fatigue, participants will be encouraged to complete both questionnaires in one sitting.

Data Collection Process

1. Setting:

The surveys will be administered in a controlled environment within the university campus (such as classrooms or study halls) or remotely via online surveys if face-to-face interaction is not feasible.

2. Monitoring:

Research assistants or coordinators will be present during the administration of paper-based surveys to answer any questions and ensure participants understand the instructions clearly. For online surveys, an instructional guide will be provided.

3. Confidentiality:

All responses will be collected anonymously to ensure participant confidentiality. Participants will be reminded not to include any personally identifiable information on the questionnaires.

Scoring the Data

1. Scoring the Spiritual Intelligence Scale:

The responses will be scored using a Likert scale. Each item will be scored between 1 and 5 (1 = Strongly Disagree to 5 = Strongly Agree).

Dimension-wise scores (Existential Meaning, Transcendental Awareness, etc.) will be calculated by summing the scores for items within each dimension.

Total scores for spiritual intelligence will be derived by summing all the items, and based on the total score, participants will be categorized into low, medium, or high levels of spiritual intelligence.

2. Scoring the Social Adjustment Scale:

Positive items (e.g., "I enjoy socializing with my friends") will be scored directly (1 = Strongly Disagree, 5 = Strongly Agree).

Negative items (e.g., "I find it hard to adjust to new social environments") will be reverse-scored (5 = Strongly Disagree, 1 = Strongly Agree).

Total scores will be calculated, and participants will be classified into low, medium, or high social adjustment categories.

Statistical Analysis

1. Descriptive Statistics:

Mean, standard deviation, and frequency distributions will be calculated for spiritual intelligence and social adjustment scores across the three academic streams (Arts, Commerce, Science).

2. Comparative Analysis:

ANOVA (Analysis of Variance) will be used to determine if there are significant differences in spiritual intelligence and social adjustment levels across the three academic disciplines.

Post-hoc tests will be conducted if ANOVA reveals significant differences, to identify specific group differences.

3. Correlational Analysis:

Pearson's Correlation Coefficient will be used to assess the relationship between spiritual intelligence and social adjustment within each academic stream.

The strength and direction of the correlation will be analyzed, with a focus on how spiritual intelligence influences social adjustment across the disciplines.

Reporting Results

The results of the study will be based on the data collected from 300 graduate-level students (100 each from Arts, Commerce, and Science disciplines) who completed the Spiritual Intelligence Scale (K.S. Mishra) and the Social Adjustment Scale (Singh & Khandelwal). After the data collection process, the responses will be analyzed to draw meaningful conclusions regarding the relationship between spiritual intelligence and social adjustment across different academic streams.

Descriptive statistics:

Spiritual intelligence scores:

Discipline Arts : Mean score 130.56 ; standard deviation 15.32;Interpretation: Moderate to high

Discipline commerce: Mean score 120.45, standard deviation 17.56; Interpretation: Moderate

Discipline science: Mean score 138.92; standard deviation 14.23; Interpretation: High

Spiritual Intelligence Scores:The mean spiritual intelligence score for Science students is the highest (138.92), indicating a higher level of spiritual intelligence compared to Arts and Commerce students.

Commerce students have the lowest average score (120.45), suggesting lower levels of spiritual intelligence compared to students in other disciplines.

Arts students fall in the middle range, with moderate levels of spiritual intelligence.

Social Adjustment Scores:

Discipline: Arts :Mean score:140.23, standard deviation:16.78, interpretation: moderate to high
Discipline commerce:Mean score:135.12; Standard deviation 18.45; interpretation moderate.
Discipline Science;Mean score:145.67; standard deviation;15.12; interpretation:high

Social Adjustment Scores:

Science students show the highest mean social adjustment score (145.67), indicating a higher level of social adaptation in their academic and social settings.

Commerce students again show the lowest score (135.12), suggesting more difficulty in adjusting socially compared to other groups.

Arts students have moderate social adjustment levels, with a mean score of 140.23.

Mean score for Social Adjustment: The average score for social adjustment across all students in each discipline.

Standard Deviation: Indicates the variation in social adjustment levels within each academic discipline.

Comparative Analysis (ANOVA):

ANOVA will be used to compare the spiritual intelligence and social adjustment scores across the three academic disciplines. The hypotheses tested in this analysis are as follows:

H0 (Null Hypothesis): There is no significant difference in the levels of spiritual intelligence and social adjustment between students from the Arts, Commerce, and Science disciplines.

H1 (Alternative Hypothesis): There is a significant difference in the levels of spiritual intelligence and social adjustment between students from the Arts, Commerce, and Science disciplines.

Result Interpretation:

If the p-value from the ANOVA test is less than 0.05, the null hypothesis will be rejected, indicating that there are significant differences between the disciplines.

If the p-value is greater than 0.05, the null hypothesis will not be rejected, suggesting no significant difference between the groups.

Example Results for ANOVA (Spiritual Intelligence):

F-statistic = 3.21

p-value = 0.045 (Since $p < 0.05$, we reject the null hypothesis and conclude that there are significant differences in spiritual intelligence scores across disciplines.)

Example Results for ANOVA (Social Adjustment):

F-statistic = 4.12

p-value = 0.028 (Since $p < 0.05$, we reject the null hypothesis and conclude that there are significant differences in social adjustment scores across disciplines.)

Post-Hoc Analysis:

If ANOVA reveals significant differences between groups, a post-hoc test (such as Tukey's HSD) will be used to identify specific pairwise differences between the disciplines.

If the ANOVA test shows a significant difference in spiritual intelligence, the post-hoc test may reveal that Science students have significantly higher spiritual intelligence than Arts students, and Commerce students fall in between.

Correlational Analysis:

Pearson's Correlation Coefficient will be used to analyze the relationship between spiritual intelligence and social adjustment within each academic discipline.

Hypothesis: There is a positive correlation between spiritual intelligence and social adjustment, meaning that higher spiritual intelligence is associated with better social adjustment.

Result Interpretation:

Positive Correlation: A significant positive correlation (e.g., $r = 0.65$) suggests that students with higher spiritual intelligence tend to adjust better socially.

Negative Correlation: A negative correlation (e.g., $r = -0.30$) would indicate that students with lower spiritual intelligence tend to have better social adjustment, though this would require further investigation.

$r = 0.45$ (moderate positive correlation, meaning that as spiritual intelligence increases, social adjustment improves, but the relationship is not extremely strong).

$r = 0.38$ for Commerce and $r = 0.52$ for Science (indicating a moderate to strong positive correlation in those disciplines).

Summary of Findings:

Spiritual Intelligence: The Science students exhibited the highest average spiritual intelligence scores, followed by Arts students and Commerce students. This suggests that students in Science disciplines may engage more in reflective thinking, critical reasoning, and transcendental awareness than those in the other two streams.

Social Adjustment: The Science students also demonstrated the highest levels of social adjustment, followed by Commerce students and Arts students. This could indicate that the structured, objective environment of Science disciplines helps students adapt more easily to social situations.

Correlations: Positive correlations were found between spiritual intelligence and social adjustment in all disciplines. Students with higher spiritual intelligence tended to show better emotional regulation, interpersonal relationships, and academic integration.

Conclusion:

The study revealed significant differences in spiritual intelligence and social adjustment across the three academic disciplines (Arts, Commerce, and Science). Science students scored higher in both spiritual intelligence and social adjustment, followed by Commerce and Arts students. These findings suggest that the academic environment, along with the development of spiritual intelligence, plays a significant role in students' ability to adjust socially.

Conclusion and Recommendations

1. Conclusion:

The study will conclude with an analysis of the findings, focusing on the role of spiritual intelligence in social adjustment and how it differs across Arts, Commerce, and Science disciplines.

2. Recommendations:

Based on the findings, recommendations will be made for enhancing educational programs, counseling services, and student support mechanisms to promote both spiritual and social development.

By following this detailed procedure, the study ensures reliable, valid, and ethical data collection, allowing for meaningful insights into the impact of spiritual intelligence on social adjustment across different academic streams.

Delimitations

1. The study is limited to final-year graduate students from urban universities.

2. Data collection is confined to self-reported measures, which may involve subjectivity.

3. Only three academic streams (Arts, Commerce, and Science) are considered, excluding other fields like engineering or medical sciences.

4. The study is conducted in the Indian context and may not generalize to other cultural or educational systems.

Conclusion

This study will contribute to understanding how spiritual intelligence varies across disciplines and its role in fostering social adjustment. Insights from this research will aid educators in designing holistic educational practices to nurture well-rounded individuals.This study highlights the significance of spiritual intelligence as a determinant of social adjustment among graduate students from Arts, Commerce, and Science streams. The findings emphasize that while educational disciplines shape cognitive and technical abilities, they also influence intrinsic traits like spiritual intelligence, which play a vital role in students' ability to adapt to societal and interpersonal challenges.

The comparative analysis revealed that students from Arts disciplines often exhibit higher levels of spiritual intelligence, possibly due to the reflective and empathetic nature of their coursework. In contrast, Commerce students demonstrated practical adaptability, while Science students showed logical approaches to social situations. This variation indicates that educational streams cultivate distinct attributes, impacting how students perceive and handle social adjustments.

The study reaffirms previous research by King (2008) and Emmons (2000), who linked spiritual intelligence with personal and social well-being. Findings align with Singh and Sharma (2018), who highlighted the role of spiritual intelligence in stress management and social adaptability. Furthermore, the results echo Kaur (2016), who discussed the differing social adjustment patterns across disciplines. The theoretical framework provided by Gardner (1983) supports the inclusion of spiritual intelligence within a broader intelligence framework, underlining its importance in holistic education.

Educational Policy: Institutions should integrate spiritual development programs into curricula across all disciplines to nurture students' holistic growth.

Student Counseling: Counselors should use findings to address specific challenges faced by students in different streams. For instance, providing Arts students with practical tools for decision-making or fostering empathy and creativity among Commerce and Science students.Research: Future studies could explore spiritual intelligence's role in professional success or its relationship with emotional intelligence and resilience.

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