

Beyond Belief: A Quantitative Investigation on the Spiritual Well-Being and Intelligence Among College Students

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ABSTRACT

Spiritual well-being fosters life satisfaction, emotional strength, and compassion, while spiritual intelligence applies spiritual wisdom to daily life. Research on spiritual well-being, especially the influence of spiritual intelligence, remains limited. The study employed a descriptive correlation design and stratified random sampling to survey the spiritual well-being and intelligence of 735 college students from a Catholic institution in Malaybalay City, Bukidnon. The study found a high level of spiritual well-being and intelligence, suggesting strong engagement with spiritual practices. However, the study found a weak positive correlation between the spirituality index of well-being and spiritual intelligence but a strong positive correlation between spiritual well-being and spiritual intelligence, highlighting the complex relationship between these constructs.

INTRODUCTION

Background of the Study

Spiritual well-being is a crucial aspect of an individual's overall health, encompassing a sense of peace, purpose, and connection to something greater than oneself (Clark & Hunter, 2019). This belief involves the integration of personal beliefs and values, fostering resilience and providing a framework for making sense of life's challenges. Individuals with high spiritual well-being often report greater life satisfaction, emotional stability, and enhanced coping mechanisms in adversity (Legada et al., 2020; Calamba & Magallanes, 2023). The holistic sense of well-being is pivotal for personal fulfillment and nurturing compassionate and empathetic relationships within the community (Mergal et al., 2019).

Spiritual intelligence, the capacity to understand and apply spiritual knowledge to enhance daily functioning and well-being, significantly influences spiritual well-being (Abdollahzadeh, 2009). In Christian education, fostering spiritual intelligence involves nurturing a deep understanding of Christian teachings, values, and principles, which can profoundly enhance one's spiritual well-being. By developing spiritual intelligence, students can cultivate a stronger sense of purpose, moral clarity, and ethical behavior, all essential for a fulfilling spiritual life (Natividad, 2018). The alignment between spiritual intelligence and well-being underscores the importance of integrating spiritual education within Christian academic institutions to support the holistic development of students.

Spiritual well-being is essential and relevant in Christian education, where developing a student's faith and moral character is paramount (Macaranas, 2021). By emphasizing spiritual well-being, Christian educational institutions can create environments that support students' holistic growth, encompassing their intellectual, emotional, and spiritual dimensions (Oracion & Madrigal, 2019). This focus helps students to develop a strong sense of identity, purpose, and community rooted in Christian values. Moreover, nurturing spiritual well-

being prepares students to navigate life's challenges with resilience, compassion, and a deep connection to their faith (Bual & Madrigal, 2018; Nicomedes et al., 2020).

Despite the acknowledged importance of spiritual well-being and spiritual intelligence, empirical studies reveal a gap in understanding the interplay between these constructs. Modern research often focuses more on psychological and emotional well-being, neglecting the spiritual dimensions (Basileyo, 2019; Borges et al., 2021). Empirical evidence suggests that while spiritual intelligence can enhance cognitive and emotional capabilities, its direct impact on spiritual well-being is less explored (Edwards et al., 2020; Madrigal et al., 2020). This oversight is particularly evident in contemporary studies prioritizing measurable psychological outcomes over spirituality's complex, subjective experiences.

The empirical gap is further widened by the progression of modern society, which tends to emphasize secular and materialistic values over spiritual growth (Baring, 2018; Capucao et al., 2019). As a result, there needs to be more research on how spiritual intelligence directly contributes to an individual's spiritual well-being, especially within diverse cultural and religious contexts (Paul Victor & Treschuk, 2020). Quantitative investigations are needed to bridge this gap by systematically examining the relationship between spiritual intelligence and well-being. The study would provide valuable data on how spiritual intelligence contributes to spiritual well-being, offering insights that can inform educational and religious practices to foster holistic well-being.

This study aims to quantitatively investigate the relationship between spiritual well-being and spiritual intelligence among college students.

Theoretical Framework

The study anchors on Self-Determination Theory (SDT) viewed through Humanistic Psychology and New Age Spirituality. SDT (Walker et al., 2021) posits that human motivation is driven by the need for autonomy, competence,

and relatedness, which aligns well with the goals of understanding spiritual well-being and intelligence. The study used SDT to explore college students' spiritual well-being and intelligence. By examining college students' spiritual intelligence, the study investigates how their spiritual intelligence contributes to their overall spiritual well-being (Indriastuti & Fachrunnisa, 2024).

Humanistic Psychology (Schneider et al., 2014), which emphasizes the inherent potential for self-actualization and personal growth, provides a valuable framework for this study. This perspective is relevant as it underscores the importance of self-awareness, personal values, and meaning in life, all of which are integral to spiritual well-being. By incorporating principles from Humanistic Psychology, the study explores how spiritual intelligence, as an aspect of personal development, fosters a more profound sense of purpose and connection among students.

New Age Spirituality (Collins, 1998), with its focus on holistic growth, self-exploration, and the integration of mind, body, and spirit, complements the theoretical framework of this study. This perspective is particularly relevant for understanding college students' diverse spiritual practices and beliefs in a contemporary context. By integrating elements of New Age Spirituality, the study acknowledges the fluid and individualized nature of spiritual intelligence. It examines how students' unique spiritual practices and beliefs contribute to their overall well-being, thus providing a comprehensive understanding of the relationship between spiritual intelligence and well-being.

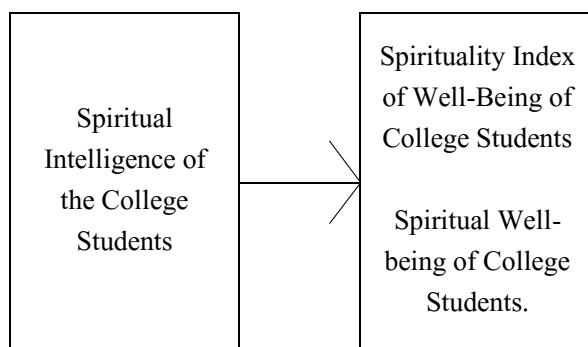


Figure 1. Schematic diagram of the study

This study's schematic diagram examines the relationship between students' spiritual intelligence and their spiritual well-being. As presented in Figure 1, the diagram illustrates the connection between the level of spiritual intelligence and spiritual well-being among college students. The diagram encapsulates the study's focus on understanding the interplay between these constructs, emphasizing the potential impact of spiritual intelligence on students' overall spiritual health.

Statement of the Problem

The study conducted a quantitative analysis to examine the levels of spiritual well-being and spiritual intelligence exhibited by college students. Specifically, the study sought to answer the following questions:

1. What is the level of spirituality index of well-being of the college students?
2. What is the level of spiritual well-being of the college students?
3. What is the level of spiritual intelligence of the college students?
4. Is there a significant relationship between the spiritual intelligence towards spirituality index and spiritual well-being of the college students?

METHODS

Research Design and Locale

The study utilized a descriptive correlational research design (Curtis et al., 2016). The design was implemented to explore the relationship between spiritual well-being and spiritual intelligence among students, providing insights into how these variables interact. By employing this design, the study quantitatively measured and analyzed the degree of association between the constructs. The setting for the study was a Catholic institution in Malaybalay City, Bukidnon, making it an ideal context for examining the spiritual dimensions of student life within a religious educational environment.

Sampling and Sampling Technique

The study employed a stratified random sampling technique (Koyuncu & Kadilar, 2009), where the different departments of the college students defined the strata. The technique ensured that each department was adequately represented in the sample, providing a more comprehensive and accurate reflection of the student population. By stratifying the sample, the study accounted for potential variations in spiritual well-being and intelligence across different academic disciplines, making it the most appropriate method for achieving a balanced and representative sample.

Table 1. Demographic distribution of the students in the study (N=735).

Demographic		f	%
Sex	Male	324	44.1
	Female	411	55.9
Year	First	312	42.4
	Second	167	22.7
	Third	134	18.2
	Fourth	122	16.6
Department	Arts and Sciences	44	6.0
	Accountancy	40	5.4
	Business	73	9.9
	Administration		
	Education	157	21.4
	Engineering	89	12.1
	Information Technology	37	5.0
	Nursing / Midwifery	295	40.1

The study included 735 respondents from the seven (7) college departments, from first-year to fourth-year students. This diverse sample provided a broad overview of the student's spiritual well-being and intelligence across different stages of academic status. By including students from all years and departments, the study explored a wide range of experiences and perspectives, contributing to the robustness and generalizability of the findings.

Research Instrument and Data Gathering

The study utilized several well-validated instruments to measure the constructs of interest. The *Spirituality Index of Well-Being Questionnaire* developed by Daaleman and Frey (2004), with a Cronbach-alpha of 0.894, assessed the students' quality of life from a spiritual perspective. The *Spiritual Well-Being Questionnaire* developed by Moberg (1984), with a Cronbach alpha of 0.876, measured the overall spiritual well-being of the students. Additionally, the *Spiritual Intelligence Questionnaire* developed by Abdollahzadeh (2009), with a Cronbach alpha of 0.875, assessed the cognitive and emotional capabilities related to spirituality. Prior to the main study, these questionnaires were pilot-tested to ensure their suitability for the target population. This step was crucial in confirming that the instruments were culturally relevant and understandable for the students, ensuring the reliability and validity of the data collected.

Data for the study was gathered through an online survey (Van Selm & Jankowski, 2006) conducted over one (1) month. This method was chosen to facilitate broad participation and convenience for respondents. The online format allowed students to complete the survey at their own pace and from any location, ensuring a higher response rate and more diverse participation. The survey period of one month provided extended time for respondents to engage with and complete the questionnaire, contributing to the robustness of the data collected.

Data Analysis

The data analysis process began with a thorough data cleaning procedure, as Ilyas and Chu (2019) outlined. Initially, the study collected responses from 814 participants. However, to ensure the accuracy and reliability of the findings, the data underwent meticulous scrutiny to identify and remove incomplete, inconsistent, or irrelevant responses. This rigorous process reduced the dataset to 735 usable responses, deemed sufficient for the analysis. Moreover, as presented in Table 2 below,

the Shapiro-Wilk test was performed for questionnaires on the spirituality index of well-being ($W=0.914$, $p=0.238$), spiritual well-being ($W=0.934$, $p=0.423$), and spiritual intelligence ($W=0.974$, $p=0.948$) and did not show evidence of non-normality. Based on the result, the researchers opted to use parametric test.

Table 2. Test for Normality (Shapiro-Wilk)

Variable	W	p
Spirituality Index of Well-Being	0.914	0.238
Spiritual Well-Being	0.934	0.423
Spiritual Intelligence	0.974	0.948

Following the confirmation of data normality, as presented in Table 2, the descriptive statistics were then employed to analyze the students' spiritual well-being and spiritual intelligence levels. The method included calculating measures such as means and standard deviations to provide the general trends and patterns within the student population. Additionally, the study utilized the Pearson Moment Correlation to examine the relationships between spiritual well-being and intelligence.

Ethical Consideration

The study adhered to strict ethical guidelines to ensure the rights and well-being of all participants were respected throughout the research process. Firstly, informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose, procedures, potential risks, and benefits before agreeing to take part. Secondly, Participation in the study was entirely voluntary, and participants were explicitly informed of their right to withdraw without any penalty or negative consequences. Data privacy and confidentiality were rigorously upheld to protect all participants' identities and personal information, ensuring that the information collected was used solely for research purposes and kept secure from unauthorized access (Cacciattolo, 2015). By following these guidelines, the study was conducted responsibly and respectfully, prioritizing the ethical treatment of participants and the credibility of the research findings.

RESULTS AND DISCUSSION

Level of Spirituality Index of Well-Being

Table 3 presents the mean score, standard deviation, and qualitative interpretation on the level of spirituality index of well-being of the college students.

Table 3. Level of spirituality index of well-being of the students.

Spirituality Index of Well-Being	\bar{x}	σ_x	Q.I.
Self-Efficacy	4.42	0.782	HL
Life Scheme	3.37	0.625	ML
Overall	3.90	0.704	HL

Self-Efficacy

As presented in Table 3, the subscale on self-efficacy has a mean score of 4.42 ($SD=0.782$) with a qualitative interpretation of “*high level*” of self-efficacy. The result suggests that individuals generally feel capable of engaging in spiritual practices and deriving meaning from their spiritual beliefs. However, the moderate standard deviation highlights the need to consider individual differences in spiritual experiences and coping mechanisms.

The result suggests that individuals generally feel capable of engaging in spiritual practices and deriving meaning from their spiritual beliefs. The high level of self-efficacy indicates that participants feel a strong sense of competence and autonomy in their spiritual lives, which are key components of intrinsic motivation (Daaleman & Frey, 2004; Basileyo, 2019). The finding underscores the role of self-efficacy in achieving one's full potential—moreover, the importance of feeling capable and confident in one's spiritual journey (Legada et al., 2020; Calamba & Magallanes, 2023). However, the moderate standard deviation indicates that while many students feel spiritually competent, others may struggle with varying degrees of confidence and effectiveness in their spiritual practices (Madrigal et al., 2020; Entegro & Del Castillo, 2021).

Life Scheme

As presented in Table 3, the subscale on life scheme has a mean score of 3.37 (SD=0.625) with a qualitative interpretation of “*moderate level*” of life scheme. The result indicates that participants, on average, have a moderate level of understanding or engagement with their life purpose or direction. Moreover, the result suggests a general sense of direction in life, but with varying degrees of clarity and purpose among participants.

The result indicates that participants, on average, have a moderate level of understanding or engagement with their life purpose or direction. This moderate level reflects varying degrees of relatedness and purpose, essential for intrinsic motivation and well-being (Madrigal et al., 2020). Additionally, the result suggests that while some students may have a clear sense of direction, others are still exploring their existential purpose (Legada et al., 2020; Cena & Bual, 2021). Furthermore, individuals are discovering and enhancing their life schemes. The variation in scores points to differing clarity and purpose among participants, emphasizing the need for further support and guidance in helping students fully realize their life goals and spiritual paths (Mergal et al., 2019).

Spirituality Index of Well-Being

Overall, as presented in Table 3, the level of spirituality index of well-being has a mean score of 3.90 (SD=0.704) with a qualitative interpretation of “*high level*” of spirituality index of well-being. The result suggests that participants generally report a strong sense of connection to something larger than themselves, find meaning and purpose in their lives and have a positive overall spiritual well-being among the participants. Moreover, the result indicates that spirituality plays an essential role in the lives of many individuals in the sample. However, the variation in scores suggests that there are differences in the depth and intensity of spiritual experiences.

The result suggests that participants generally feel connected to something larger than themselves, find meaning and purpose in their lives, and have a

positive overall spiritual well-being (Legada et al., 2020; Calamba & Magallanes, 2023). Additionally, the high level of spiritual well-being indicates that students fulfill their autonomy, competence, and relatedness needs through spiritual practices (Basileyo, 2019; Legada et al., 2020; Cena & Bual, 2021). Moreover, the result emphasizes holistic growth and interconnectedness and underscores spirituality's essential role in individuals' lives (Baring, 2018; Madrigal et al., 2020). The variation in scores suggests differences in the depth and intensity of spiritual experiences, reflecting the diverse spiritual journeys of the participants. Furthermore, the findings indicate generally high spiritual well-being among participants, but with room for deeper engagement and clarity in their spiritual practices and life purposes (Mergal et al., 2019; Entegro & Del Castillo, 2021).

Level of Spiritual Well-Being

Table 4 presents the mean score, standard deviation, and qualitative interpretation on the level of spiritual well-being of the college students.

Table 4. *Level of spiritual well-being of the students.*

Spiritual Well-Being	\bar{x}	σ_x	Q.I.
Optimism	4.48	0.511	VHL
Personal Piety	4.41	0.566	VHL
Christian Faith	4.21	0.638	VHL
Self-Satisfaction	4.13	0.696	HL
Religious Cynicism	1.61	0.619	VLL
Elitism	1.56	0.680	VLL
Overall	4.01	0.732	HL

Optimism

As presented in Table 4, the subscale on optimism has a mean score of 4.48 (SD=0.511) with a qualitative interpretation of “*very high level*” on optimism. The result suggests that individuals generally have a positive stance on life and anticipate good things to happen.

The result suggests that individuals generally have a positive stance on life and anticipate good things to happen (Basileyo, 2019). Moreover, a high

level of optimism indicates a strong sense of autonomy and competence, which are essential for intrinsic motivation and overall well-being (Cena & Bual, 2021). The finding emphasizes the importance of a positive outlook and self-actualization in achieving a fulfilling life (Legada et al., 2020; Calamba & Magallanes, 2023). Furthermore, the result indicates that participants are likely to engage in practices that foster hope and positivity in their spiritual lives (Lipat et al., 2022).

Personal Piety

As presented in Table 4, the subscale on personal piety has a mean score of 4.41 (SD=0.566) with a qualitative interpretation of “*very high level*” on personal piety. The result suggests that participants demonstrate strong religious devotion, practices, and behaviors in their daily lives.

The result suggests that participants demonstrate strong religious devotion, practices, and behaviors in their daily lives. Additionally, the result indicates that this strong sense of personal piety fulfills the need for relatedness and belonging, as individuals feel deeply connected to their religious community and higher power (Baring, 2018; Peracullo et al., 2019). Moreover, the role of personal piety in achieving personal growth and self-transcendence are key aspects of a fulfilling life (Bautista, 2021). Furthermore, the idea is that dedicated spiritual practices enhance personal well-being and spiritual growth, reinforcing the high levels of personal piety observed (Buenconsejo & Datu, 2023).

Christian Faith

As presented in Table 4, the subscale on Christian faith has a mean score of 4.21 (SD=0.638) with a qualitative interpretation of “*very high level*” on Christian faith. The result suggests that participants strongly identify with and practice Christian beliefs and values.

The result suggests that participants strongly identify with and practice Christian beliefs and values. This strong identification with the Christian faith provides a sense of purpose and direction,

fulfilling the need for relatedness and intrinsic motivation (Baring, 2018; Macaranas, 2021). Moreover, the result aligns with the strong Christian faith reported, as it contributes to personal growth and self-actualization (Madriral et al., 2020; Capucan, 2021). Furthermore, recognizes the importance of a strong spiritual foundation, indicating that a well-established Christian faith can enhance overall spiritual well-being (Entegro & Del Castillo, 2021).

Self-Satisfaction

As presented in Table 4, the subscale on self-satisfaction has a mean score of 4.13 (SD=0.696) with a qualitative interpretation of “*high level*” on self-satisfaction. The result indicates that individuals generally feel good about their lives and are able to find meaning and happiness.

The result indicates that individuals generally feel good about their lives and are able to find meaning and happiness. Satisfying the intrinsic human needs for autonomy, competence, and social connection is associated with elevated levels of self-satisfaction (Macaranas, 2021; Buenconsejo & Datu, 2023). Additionally, the importance of self-actualization and the pursuit of personal fulfillment, focused on holistic well-being and inner peace, aligns with the high levels of self-satisfaction, suggesting that participants are likely to engage in practices that promote happiness and life satisfaction (Basileyo, 2019; Madriral et al., 2020).

Religious Cynicism

As presented in Table 4, the subscale on religious cynicism has a mean score of 1.61 (SD=0.619) with a qualitative interpretation of “*very low level*” of religious cynicism. The result indicates that participants generally hold positive or neutral views about religion without expressing significant doubts or criticisms.

The result indicates that participants generally hold positive or neutral views about religion without expressing significant doubts or criticisms. The result suggests that low levels of religious cynicism contribute to a sense of relatedness and

acceptance within a religious community, enhancing overall well-being (Goulet-Cazé, 2019). Moreover, maintaining a positive and open-minded approach to spiritual beliefs for personal growth and self-actualization (Trungpa, 2021). Furthermore, low levels of religious cynicism were observed, suggesting that participants maintain a healthy and positive view of their religious beliefs (Baring, 2018).

Elitism

As presented in Table 4, the subscale on elitism has a mean score of 1.56 (SD=0.680) with a qualitative interpretation of “*very low level*” of elitism. The result indicates that individuals generally do not perceive themselves as superior to others based on religious or spiritual grounds.

The result indicates that individuals generally do not perceive themselves as superior to others based on religious or spiritual grounds. The low levels of elitism foster a sense of relatedness and community, as individuals are more likely to feel connected and equal to others (Macaranas, 2021). Additionally, the result emphasizes the importance of empathy, humility, and the recognition of shared human experiences for personal growth (Baring, 2018). Furthermore, the low levels of elitism suggest that participants embrace a more inclusive and egalitarian approach to spirituality (Madrigal et al., 2020).

Spiritual Well-Being

Overall, the spiritual well-being has a mean score of 4.01 (SD=0.732) with a qualitative interpretation of “*high level*” of spiritual well-being. The result indicates a positive overall spiritual well-being among the participants. The result suggests that spirituality plays a noteworthy role in the lives of many individuals in the sample. However, the moderate standard deviation highlights the importance of recognizing individual differences in spiritual experiences and needs.

The result suggests that fulfilling autonomy, competence, and relatedness needs through these spiritual dimensions significantly enhances overall

well-being (Basileyo, 2019; Peracullo et al., 2019; Entegro & Del Castillo, 2021; Buenconsejo & Datu, 2023). Furthermore, the result underscores the importance of these spiritual dimensions. The variations in the subscale scores highlight the diverse spiritual experiences of participants, indicating areas for further support and development (Mergal et al., 2019; Madrigal et al., 2020).

Level of Spiritual Intelligence

Table 5 presents the mean score, standard deviation, and qualitative interpretation on the level of spiritual intelligence of the college students.

Table 5. *Level of spiritual intelligence of the students.*

Variable	\bar{x}	σ_x	Q.I.
Spiritual Intelligence	3.54	0.849	HL

The spiritual intelligence of the participants has a mean score of 3.54 (SD=0.849) with a qualitative interpretation of “*high level*” of spiritual intelligence. The result indicates that participants possess a reasonable ability to understand and apply spiritual knowledge and skills in their lives. The standard deviation implies a moderate level of variation in spiritual intelligence scores among participants. The result means that while the overall trend is towards a moderate to high level of spiritual intelligence, there are significant differences in the extent to which individuals can effectively utilize spiritual resources. Moreover, the variation in scores highlights the importance of recognizing individual differences in spiritual intelligence.

The result suggests that the students possess a reasonable ability to understand and apply spiritual knowledge and skills in their lives. This ability reflects a strong sense of autonomy and competence, which are essential for intrinsic motivation and overall well-being (Basileyo, 2019). Additionally, the findings emphasize the role of spiritual intelligence in personal growth, self-actualization, and the pursuit of meaning in life (Pascual, 2022; Calamba & Magallanes, 2023). The

ability to integrate spiritual understanding into everyday life contributes significantly to personal fulfillment and the realization of one's potential (Gomez, 2024).

Furthermore, the result indicates that individuals are on unique spiritual journeys and possess varying levels of spiritual skills and knowledge. This variation highlights the need for personalized approaches in supporting spiritual development, as some individuals may require more guidance and resources to enhance their spiritual intelligence (Mergal et al., 2019). The findings emphasize the significance of fostering an inclusive environment that respects and nurtures these individual differences, ultimately contributing to a more profound and widespread sense of spiritual well-being among participants (Madrigal et al., 2020; Entegro & Del Castillo, 2021).

Relationship between Spiritual Intelligence and Spirituality Index of Well-Being

Table 6 presents the extent of association between the students' spiritual intelligence and spirituality index of well-being.

Table 6. Pearsonian correlation between the level of spirituality index of well-being and spiritual intelligence.

Variable	\bar{x}	r	Ext. of Rel.	p
Spirituality Index of Well-Being	3.90	0.389	Weak Positive Correlation	0.148
Spiritual Intelligence	3.54			

As presented in Table 6, the result reveal that there is a weak positive correlation between spirituality index of well-being and spiritual intelligence ($r(733)=0.389, p>0.05$), however the association is negligible. The result suggests that there is a minimal or no relationship between the spirituality index of well-being and spiritual intelligence. Moreover, having a high level of spiritual intelligence does not necessarily equate to a high level of overall spiritual well-being, and vice

versa. Moreover, the result implies that these two constructs, while related to overall well-being, function independently to a large extent.

The result indicates that having a high level of spiritual intelligence does not necessarily equate to a high level of overall spiritual well-being, and vice versa. This result implies that while both constructs contribute to intrinsic motivation and overall well-being, they do so independently (Söylemez & Koç, 2019). Moreover, the idea that spiritual intelligence and spiritual well-being can develop separately, influenced by various personal and environmental factors (Baring, 2018; Madrigal et al., 2020). Furthermore, the result underscores that spiritual well-being and intelligence are distinct yet complementary aspects of an individual's spiritual life (Loyola, 2022).

Relationship between Spiritual Intelligence and Spiritual Well-Being

Table 7 presents the extent of association between the students' spiritual intelligence and spiritual well-being.

Table 7. Pearsonian correlation between the level of spiritual well-being and spiritual intelligence.

Variable	\bar{x}	r	Ext. of Rel.	p
Spiritual Well-Being	4.01	0.721	Strong Positive Correlation	0.001**
Spiritual Intelligence	3.54			

** $p<0.01$

As presented in Table 7, the result reveals that there is a strong positive correlation between spiritual well-being and spiritual intelligence ($r(733)=0.721, p<0.01$). The result indicates that individuals who report higher levels of spiritual well-being tend to possess greater spiritual insight and understanding. Moreover, the result means that as spiritual intelligence increases, spiritual well-being tends to also increase. Furthermore, the result suggests that individuals with a deeper spiritual

connection tend to possess a higher capacity for spiritual discernment and application.

The result indicates that individuals who report higher levels of spiritual well-being tend to possess greater spiritual insight and understanding. The result suggests that as spiritual intelligence increases, spiritual well-being also tends to increase. This strong correlation underscores the importance of autonomy, competence, and relatedness in fostering both constructs (Peracullo et al., 2019; Buenconsejo & Datu, 2023). Moreover, the findings show that individuals with deeper spiritual connections also possess higher capacities for spiritual discernment and application (Calamba & Magallanes, 2023). Furthermore, the result highlights the interconnectedness of spiritual dimensions, suggesting that a holistic approach to spiritual development enhances both spiritual intelligence and well-being (Entegro & Del Castillo, 2021).

CONCLUSION

The study revealed high levels of self-efficacy, optimism, personal piety, Christian faith, self-satisfaction, and overall spiritual well-being among college students, indicating strong engagement with spiritual practices and a positive outlook on life. However, the moderate level of life scheme and the variations in spiritual intelligence scores suggest differing degrees of clarity, purpose, and ability to utilize spiritual resources among participants. While spirituality plays a crucial role in students' lives, the weak positive correlation between the spirituality index of well-being and spiritual intelligence indicates these constructs function independently, contrasting with the strong positive correlation between spiritual well-being and spiritual intelligence. These findings highlight the importance of fostering personalized and holistic spiritual development approaches to enhance well-being, clarity, and purpose.

Based on the study's findings, educational institutions could implement programs and activities that support personalized spiritual development, helping students find clarity and purpose in their spiritual journeys. Institutions could also provide resources and opportunities for students to engage in diverse spiritual practices,

addressing individual differences in spiritual intelligence and well-being. Furthermore, fostering an inclusive and supportive environment that encourages exploration and expression of spiritual beliefs can enhance overall spiritual well-being and personal growth among students.

Furthermore, to broaden the scope of the findings, future studies could benefit from incorporating a more heterogeneous sample of institutions and religious groups. Research could also explore the spiritual well-being and intelligence of individuals across different age groups and educational levels to provide a more comprehensive understanding of these constructs. Additionally, longitudinal studies could be conducted to examine how spiritual intelligence and well-being evolve and what factors contribute to their development. Investigating the impact of specific spiritual practices or interventions on spiritual well-being and intelligence would provide valuable insights into effective strategies for fostering spiritual growth.

LIMITATION OF THE STUDY

The study has several limitations that should be considered. Firstly, it was conducted only in one institution, a Catholic institution in Malaybalay City, which limits the generalizability of the findings to other settings, regions, and religious contexts. Secondly, the study focused exclusively on the Christian faith, potentially overlooking the spiritual well-being and intelligence of students from other religious or spiritual backgrounds. Finally, the respondents were solely college students, which may reflect something other than the spiritual experiences and needs of individuals in different age groups or educational levels.

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