



**IMPACT OF SPIRITUALITY ON ACADEMIC PERFORMANCE AND WELL-BEING
AMONG YOUNG ADULTS.**

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ABSTRACT

The current research explored the role of spirituality in the academic performance and well-being of young adults. Although spirituality is frequently associated with older generations, the study aimed to understand its significance among younger adults' life. The sample comprised of 120 young people (60 males and 60 females) aged 18 to 25 residents of Delhi NCR. Data was collected using the purposive sampling. Participants were assessed through the Daily Spirituality Scale (DSES), the Academic Performance Scale (APS) and the Warwick- Edinburgh Psychological Well-Being Scale (WEMWBS) using SPSS. Pearson correlation, linear regression, and

independent sample t- tests were used to assess the relationship between spirituality and academic performance, spirituality, and well-being, and to examine gender differences. Research findings revealed a positive relationship between spirituality and academic performance ($r = .302$), and between spirituality and well-being ($r = .525$). In addition, females were found to exhibit more spirituality than males. The study proposes that educators, such as teachers, lecturers, and counsellors, should actively encourage and improve spirituality among young adults.

Key words: Spirituality, Academic Performance, Well-Being, Young Adults

INTRODUCTION

According to the American Psychological Association (APA, 2018), spirituality can be defined as "a concern for or sensitivity to things of the spirit or soul, especially as opposed to materialistic concerns." This may entail a focus on God or a heightened awareness of religious experiences, which might include religious practices but can also exist independently of them. Vrinte (1996) described spirituality as being "inspired and sustained by transpersonal experiences that originate in the deepest recesses of the human being and are but natural modifications of that domain of the human psyche which contains greater depth of life." Additionally, Burkhardt (2007) highlighted the elusive nature of spirituality, suggesting that "trying to define spirituality is akin to trying to lasso the wind. The wind is sensed and felt, and its effect on us and things around us is seen, but it cannot be contained within imposed boundaries, or even the best definitions."

“Just as a candle cannot burn without fire, men cannot live without a spiritual life.” Buddha. This quote by Buddha beautifully captures the idea of spirituality as a vital flame within, illuminating and giving direction to our lives.

Each person sees spirituality in their own unique way. For some, it is as simple as searching for a deeper meaning in life and for some it can be more complex, where they build their beliefs, religion, and whole life around it. For some people, their spiritual journey is closely tied to going to a church, temple, mosque, or synagogue. Others feel close to God or a higher power when they pray or have a personal connection. Some find meaning in nature or art. Just like one's own sense of purpose, a person's idea of spirituality can change over time, depending on one's own experiences and relationships. Spirituality is a journey of exploration that goes beyond the tangible and material aspects of life. It begins with a profound curiosity about existence. Spirituality is like a beautiful weaving in the fabric of life, adding threads of meaning, purpose, and connection. It is the silent whisper of the soul, guiding individuals toward a profound understanding of existence. Spirituality isn't always about following a set of rules or rituals; it's more about finding our own path and what resonates with our hearts. It's about believing in something bigger than us, whether it's a higher power, nature, the universe, or even just the power of love and kindness. Like a radiant sunrise, it illuminates the ordinary moments, infusing them with a divine glow. It is the art of finding the sacred in simplicity, the beauty in the mundane. Spirituality is like a treasure chest overflowing with endless riches, waiting to be discovered and embraced by those who seek its wisdom. Its benefits are as vast as the universe, touching every aspect of our lives and bringing profound joy, peace, and fulfillment.

For instance, a study done by Cotton et al. (2017) proposed that adolescents exhibiting higher levels of spirituality tend to report fewer depressive symptoms and engage in fewer health risk behaviors, which in turn contributes to enhanced mental health and life satisfaction outcomes. Additionally, Brown (2011) found that increased religiosity/spirituality is correlated with reduced involvement in high-risk behaviors and increased participation in health-promoting behaviors. Together, these studies suggest that spirituality plays a significant role in promoting positive mental health and behavior among adolescents. Moreover, a meta-analysis done by Jim et al. (2015) over 32,000 adult cancer patients found a significant association between greater religious/spiritual engagement and better patient physical health, highlighting the importance of addressing patients' spiritual needs in cancer care.

Academic performance refers to the measurable outcomes and achievements of individuals within an educational setting, reflecting their mastery of knowledge, skills, and competencies. It encompasses a multifaceted evaluation of intellectual capabilities, learning outcomes, and the attainment of educational goals. Academic performance is commonly assessed through various quantitative and qualitative measures. Quantitative indicators of academic performance are the numbers and rankings that show how well a student is doing academically. These include grades, test scores, where a student stands in comparison to their classmates (class rankings), and the overall average of their grades (grade point average or GPA). These numbers reflect how well a student understands, applies, and combines what they've learned in different subjects. Essentially, they help measure how smart a student is and how well they know specific subjects.

Qualitatively, academic performance encompasses a broader set of skills and attributes. Critical thinking, problem-solving capabilities, creativity, and effective communication skills are integral components of this variable. Active participation in class activities, engagement in

collaborative learning environments, and the ability to adapt to diverse academic challenges are also vital qualitative aspects that contribute to a holistic understanding of academic performance. Moreover, academic performance is not confined to the classroom; it extends to extracurricular activities, research projects, and other endeavors that enrich a student's educational experience. It is dynamic, reflecting not only the immediate outcomes of learning assessments but also the developmental progress and intellectual growth of an individual over time. It plays a pivotal role in shaping individuals' prospects, influencing their access to higher education, career opportunities, and socioeconomic advancement.

The World Health Organization (WHO, 1952) defined optimal health as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." This broad definition underscores that health encompasses more than just freedom from illness—it also includes holistic wellness across multiple domains. Alongside these traditional dimensions, the WHO acknowledges spiritual well-being as an important aspect of comprehensive health. Well-being, in general, has been described in various ways. Checota (1975) defined well-being as "a harmonious satisfaction of one's desires and goals," suggesting that it involves a sense of contentment with life's direction and achievements. Levi (1987) offered a more dynamic perspective, describing well-being as "a dynamic state characterized by a reasonable amount of harmony between an individual's abilities, needs, and expectations, and environmental demands or opportunities." This definition emphasizes the balance between internal attributes and external circumstances. Pollard and Lee (2003) characterized well-being as a "complex, multifaceted construct that has continued to elude researchers' attempts to define and measure." This view

acknowledges the challenging nature of capturing the diverse and intricate factors that contribute to an individual's sense of well-being.

Well-being is identified as a factor that facilitates effective functioning in psychological, physical, emotional, and social aspects. Well-being is like looking at someone's overall life quality. It signifies optimal health, a dynamic equilibrium where the individual experiences a sense of fulfillment and satisfaction in various facets of their existence. It is like a cozy blanket made of positive emotions – not just being happy for a moment but feeling joy, gratitude, and satisfaction every day.

REVIEW OF LITERATURE

Research into spirituality has yielded a variety of insights into its connection with psychological well-being, academic performance, and other aspects of human life. Singh and Sharma (2023) explored the link between spirituality and psychological well-being among young adults, finding a positive correlation between the two. Hasanah and Haris (2023) identified a strong correlation between spirituality and subjective well-being among students, demonstrating that spirituality significantly contributes to their overall sense of happiness and fulfillment. Okunlola et al. (2021) explored spirituality and academic performance in a faith-based university, identifying a positive and significant relationship, with higher levels of spirituality among female students. Božek et al. (2020) investigated spirituality's connection with health-related behaviors and psychological well-being, revealing that spirituality was linked to improved health-related behaviors and well-being, especially among students whose studies centered on the human mind and spirit.

Tanzeel and Malik (2017) investigated spirituality and psychological well-being among Muslim and Christian adolescents, demonstrating a significant positive correlation, with spirituality emerging as a substantial predictor of psychological well-being across both religious groups. Flannery (2012) and Joshanloo (2011) further support the notion that spirituality has a positive correlation with academic performance and perceptions of academic achievement. Flannery's study found a statistically significant relationship between spirituality and academic performance, while Joshanloo demonstrated that spirituality was a stronger predictor of well-being compared to religiousness among Iranian Muslim undergraduates.

Wood and Hilton (2012) and Walker and Dixon (2002) examined the impact of spirituality on academic performance among African American students. Wood and Hilton's qualitative study highlighted how spirituality provided motivation, resilience, and a sense of purpose for African American male community college students. Walker and Dixon's study found a positive relationship between spirituality, religious participation, and academic performance, with variations in how these factors influenced success across different racial groups. Finally, Steward and Jo (1998) explored the use of spiritual support among African American urban adolescents, indicating that spirituality and adherence to religious principles were effective coping strategies, positively associated with psychological well-being and academic success.

METHODOLOGY

Aim

To investigate the impact of spirituality on academic performance and well-being among young adults.

Research Objectives

- To assess the level of spirituality, academic performance, and well-being among young adults.
- To assess the impact of spirituality on academic performance and well-being among young adults.
- To find out the gender difference among young adults' spirituality level.

Hypothesis

- H1- There would be a significant relationship between spirituality and academic performance among young adults.
- H 2 - There would be a significant relationship between spirituality and wellbeing among young adults.
- H 3 - There would be a significant gender difference in the level of spirituality among young adults.

Sample

A sample of N=120 young adults (60 Males and 60 Females) from metropolitan cities, aged between 18 to 25 years were taken for the study. Inclusion criteria included individuals aged between 18-25 years from the metropolitan City and who can read and comprehend English as well.

Variables

The study evaluates three variables,

Independent variable- Spirituality

Dependent variable- academic performance and well-being.

Research Design

The descriptive quantitative research design was used to collect data through three established questionnaires based on measuring spirituality, academic performance, and well-being level. The sampling method used in this study was purposive sampling. 120 young adults from metropolitan cities between 18 to 25 were part of this research. To check whether the hypothesis of the study matched or not data analysis was done through SPSS.

Description of Tools

- **Daily Spiritual Experience Scale (DSES)** - The Daily Spiritual Experience Scale (DSES) is a self-report measure developed by Dr. Lynn G. Underwood (2006). The scale is designed to assess an individual's daily spiritual experiences. The Daily Spiritual Experience Scale (DSES) demonstrates strong internal consistency reliability, with a Cronbach's alpha coefficient of .94. It consists of a total of 16 questions or items that inquire about various aspects of spirituality encountered in everyday life. These questions typically focus on feelings of connection with the divine, experiences of awe or gratitude, and acts of kindness or compassion towards others experienced daily. Respondents rate each statement based on how often they experience such spiritual phenomena, ranging from "never" to "many times a day. The total score can range from 16-96.

- **Academic performance scale (APS)** - The Academic Performance Scale (APS) was developed by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregor of Saginaw Valley State University. The Academic Performance Scale (APS) demonstrates strong internal consistency ($\alpha = 0.89$) and good test-retest reliability ($r = 0.85$) over a two-week period, indicating its usefulness for assessing academic performance among students. This scale is designed to assess a student's self-reported behaviors and viewpoints regarding academic performance. It evaluates various aspects such as attentiveness in class, participation in discussions, effort exerted in assignments, and overall motivation towards learning. Respondents rate each item on the scale using a 5-point system, ranging from "Strongly Agree" to "Strongly Disagree.". Score range from 1-40. Higher scores on the scale indicate better self-reported academic performance. The total score obtained from the APS allows for categorization of students' academic performance into five levels: Excellent, Good, Moderate, Poor, and Failing.
- **Warwick-Edinburgh Mental Well-being Scale (WEMWBS)** - The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (2006) is a widely used questionnaire designed to assess mental well-being or psychological well-being. It was developed collaboratively by researchers from the Universities of Warwick and Edinburgh in the United Kingdom. The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) demonstrates strong reliability ($\alpha = 0.89$, test-retest reliability = 0.83) The internal consistency of the WEMWBS was found to be high across diverse populations, including UK adolescents aged 13–16, Northern Irish year 11 school students, Norwegian individuals aged 15–21, UK university students, and a Scottish general population spanning ages 16 to over 75 years. The

WEMWBS consists of 14 positively worded items, covering both feelings and functioning aspects of mental well-being. Respondents rate their experiences over the past two weeks on a scale from 1 (none of the time) to 5 (all the time). Sample items include I've been feeling optimistic about the future, I've been feeling useful, I've been feeling relaxed, The scores from these items are summed to produce a total score, which can range from 14 to 70, with higher scores indicating higher levels of mental well-being.

Procedure

The following steps were undertaken for the data collection:

- The respondents were introduced to the topic of the study and any queries they had were clarified.
- The respondents were informed of the study ethical codes and considerations, along with the confidentiality after which their informed consent was taken.
- The respondents were given the questionnaire to be filled.

Statistical Analysis

Pearson correlation analysis and simple linear regression was employed to assess the strength of the relationship between spirituality and academic performance, as well as between spirituality and wellbeing. T- test was used to find out gender difference in terms of spirituality level. And in descriptive statistics mean and SD was calculated.

RESULT AND DISCUSSION**Table 1***Descriptive Statistics*

	N	Mean	Std. Deviation
SPIRITUALITY	120	57.733	19.1683
ACADEMIC PERFORMANCE	120	26.750	4.9404
WELLBEING	120	47.583	8.5608

Table 1 shows the Mean and Standard Deviation of spirituality, academic performance, and well-being among young adults. The analysis depicts the average distribution of data across three dimensions among a sample population of 120 young adults. For spirituality, the mean score is 57.73 with SD of 19. Given that the range of scores spans from 9 to 96, and the mean is above the midpoint of the range (52.5), it suggests that the spirituality level of these young adults is above average.

In terms of academic performance, the mean score is 26.73 with a SD of 4.94, and the scores range from 1 to 40. With the mean above the midpoint of the scale (20.5), it indicates that the academic performance of these young adults is also above average.

Likewise, for well-being, the mean score is 47.58 with a SD of 8.56, and scores ranging from 14 to 70. Since the mean is above the midpoint of the scale (42), it suggests that the well-being level in these young adults is above average.

Therefore, the findings suggest that across these three dimensions—spirituality, academic performance, and well-being—the sample of 120 young adults tends to exhibit levels that are above average in nature.

Table 2

Correlation Between of Spirituality and Academic Performance

Correlations			
		SPIRITUALIT Y	ACADEMIC PERFORMANC E
SPIRITUALITY	Pearson Correlation	1	.302**
	Sig. (2-tailed)		<.001
	N	120	120
ACADEMIC PERFORMANCE	Pearson Correlation	.302**	1
	Sig. (2-tailed)	<.001	
	N	120	120

**Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows Pearson's Correlation between spirituality and academic performance. The results indicate that the Correlation between spirituality and academic performance is significant at the 0.01 level. The correlation coefficient came up to be 0.302 which was significant at a 0.01 level. The results proved the hypothesis of there being a significant relationship between spirituality and academic performance.

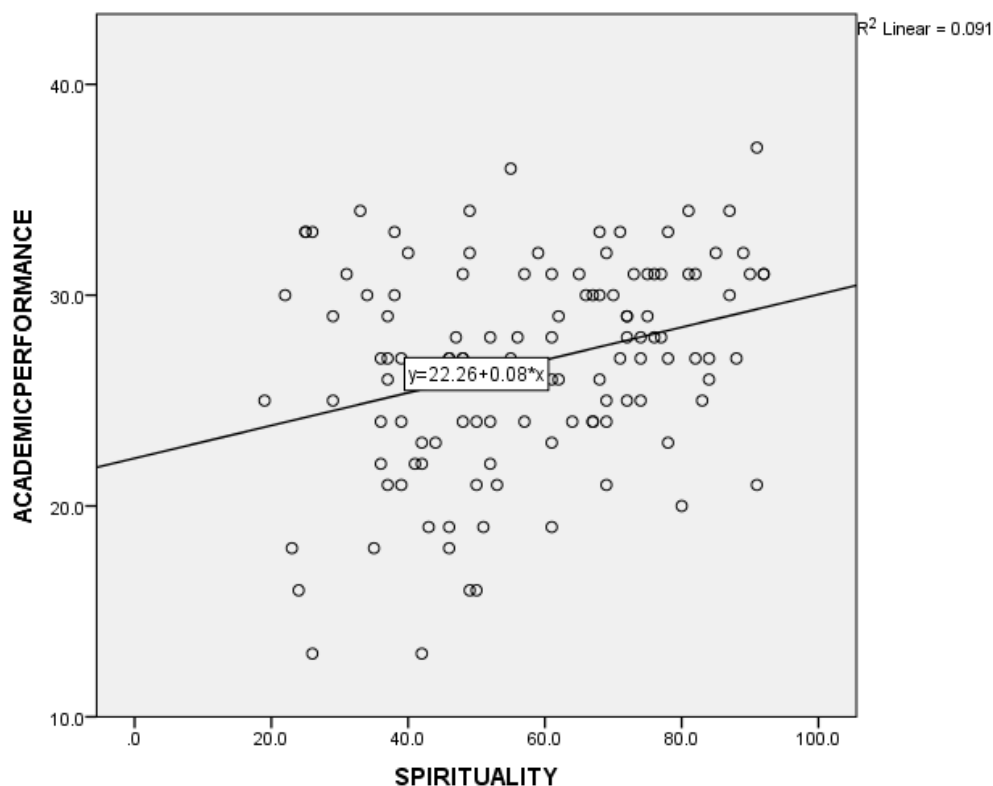


Figure 1

Scatter diagram for Spirituality and Academic Performance

From Table 2 the positive correlation coefficient (0.302) suggests that there is a tendency for higher levels of spirituality to be associated with higher levels of academic performance, and vice versa. In other words, individuals who score higher on measures of spirituality are more likely to have higher academic performance scores, and individuals with lower levels of spirituality are more likely to have lower academic performance scores.

The correlation coefficient of 0.302 indicates a moderate strength of association between spirituality and academic performance.

Table 3

Represent Simple Linear Regression Analysis, Spirituality as Predictor of Academic Performance among Young Adults

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.302 ^a	.091	.083	4.7304
a. Predictors: (Constant), SPIRITUALITY				

The simple regression analysis presented in Table 3 investigates the relationship between spirituality and academic performance. The coefficient of determination (R^2) indicates that approximately 9.1% of the variance in academic performance can be explained by spirituality. This suggests a modest but significant association between the two variables.

Table 4*Showing the Coefficient Details of Spirituality and Academic Performance*

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.263	1.376		16.184	.000
	SPIRITUALITY Y	.078	.023	.302	3.435	.001
a. Dependent Variable: ACADEMICPERFORMANCE						

The standardized coefficient (β) of 0.078 indicates that for every one-unit increase in spirituality, there is a corresponding 0.078-unit increase in academic performance. The t-value of 3.435 is statistically significant at the 0.001 level, implying that the relationship between spirituality and academic performance is unlikely to be due to random chance. This analysis underscores the importance of spirituality as a potential predictor of academic performance, though with a relatively modest effect size.

Therefore, the first hypothesis that there would be a significant relationship between spirituality and academic performance among young adults is accepted. The current study's findings appear to be similar with certain previous studies in this area. This conclusion is further

supported by research conducted by Okunlola et al. (2021), which demonstrated a positive correlation between spirituality and academic performance among students at a faith-based university in Ogun state. Fukofuka (2007) also found that students who perform well attribute their success to spirituality, while those who perform poorly often attribute their lack of spirituality as a major factor. Moreover, Walker and Dixon (2002) conducted a study highlighting higher levels of spiritual beliefs and religious participation among African American students compared to European American students. Their findings also indicated a positive relationship between spiritual beliefs, religious engagement, and academic performance among both groups.

Table 5

Correlation between Spirituality and Well-Being

		SPIRITUALITY	WELL-BEING
SPIRITUALITY	Pearson Correlation	1	.525**
	Sig. (2-tailed)		<.001
	N	120	120
WELL-BEING	Pearson Correlation	.525**	1
	Sig. (2-tailed)	<.001	
	N	120	120
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 5 shows Pearson's Correlation between spirituality and well-being. The results indicate that the Correlation between spirituality and well-being is significant at the 0.01 level. The correlation coefficient came up to be 0.525 which was significant at a 0.01 level. The results proved the hypothesis of there being a significant relationship between spirituality and well-being.

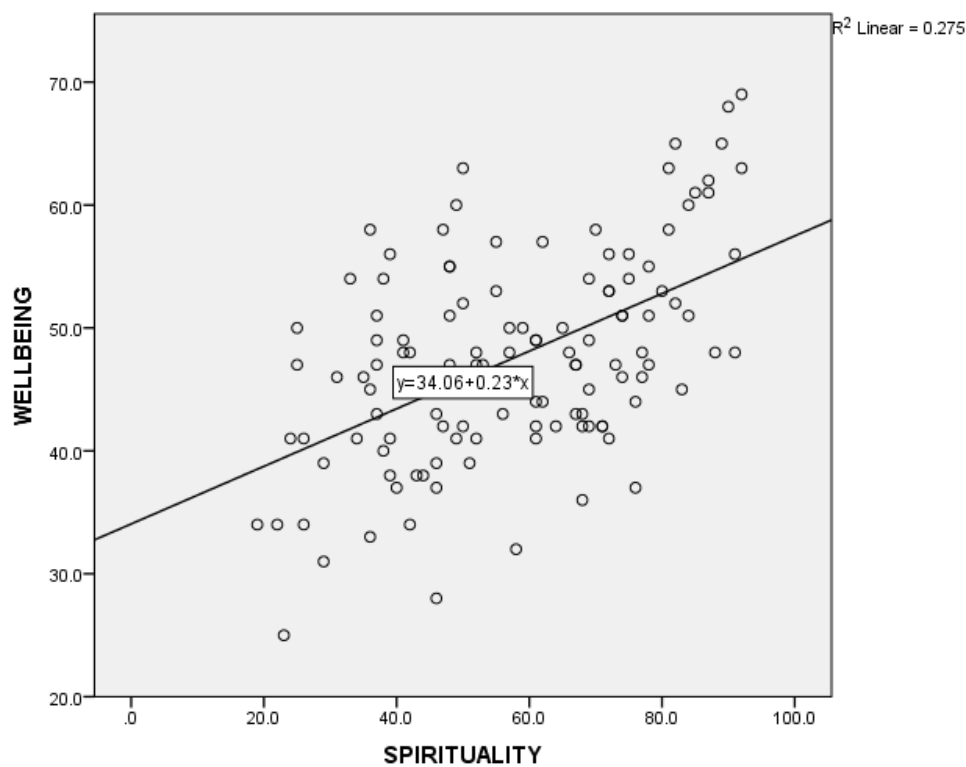


Figure 2

Scatter Diagram for Spirituality and Well-Being.

From Table 4 the positive correlation coefficient of 0.525 suggests that there is a tendency for higher levels of spirituality to be associated with higher levels of well-being, and vice versa. In other words, individuals who score higher on measures of spirituality are more likely to have

higher levels of well-being, and individuals with lower levels of spirituality are more likely to have lower levels of well-being.

The correlation coefficient of 0.525 indicates a moderate to strong strength of association between spirituality and well-being. This suggests that changes in spirituality are moderately predictive of changes in well-being, and vice versa.

The p-value of less than 0.005 indicates that the observed correlation between spirituality and well-being is unlikely to have occurred by chance. Therefore, we can be confident that there is a genuine relationship between these two variables in the population from which the sample was drawn.

Table 6

Represent Simple Linear Regression Analysis, Spirituality as Predictor of Well- Being among Young Adults

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.525 ^a	.275	.269	7.3191
a. Predictors: (Constant), SPIRITUALITY				

The simple regression analysis depicted in Table 6 explores the relationship between spirituality and well-being. The coefficient of determination (R^2) suggests that approximately

27.5% of the variability in well-being can be accounted for by spirituality, indicating a substantial association between the two variables.

Table 7

Showing the Coefficient Details of Spirituality and Well-Being

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.057	2.128		16.001	.000
	SPIRITUALITY	.234	.035	.525	6.693	.000
a. Dependent Variable: WELLBEING						

The standardized coefficient (β) of 0.525 indicates that for every one-unit increase in spirituality, there is a corresponding 0.525-unit increase in well-being. The strong t-value of 6.693, significant at the 0.000 level, emphasizes the reliability of this relationship, indicating that it's very unlikely to be due to random chance. The results underscore the significance of spirituality as a predictor of well-being, suggesting that individuals with higher levels of spirituality tend to report greater levels of well-being.

Therefore, the second hypothesis that there would be a significant relationship between spirituality and well-being among young adults is accepted. These findings align with prior research in the field. Pavelea and Culic (2023) examines the relationship between religiosity, spirituality, and well-being among 319 Romanian social sciences students aged 18 to 24. Their results indicated that religiosity and spirituality act as protective factors, with higher well-being linked to greater mental health. Similarly, Yonker et al. (2012) utilized meta-analytic techniques to explore the link between spirituality and religiosity and psychological outcomes in adolescents and emerging adults, encompassing 75 independent studies from 1990 to 2010 covering 66,273 individuals. Findings revealed significant positive associations between spirituality and religiosity and various psychological measures, including reduced risk behavior and depression, as well as enhanced well-being, self-esteem, and personality traits such as Conscientiousness and Agreeableness. Furthermore, Joshanloo (2011) conducted a study on Iranian Muslim sample he found that spirituality significantly predicts well-being more strongly than religiousness, with spirituality maintaining its predictive power even after controlling for gender effects, suggesting a distinct impact on well-being.

Table 8

The T Value Obtained for Males and Female for Spirituality, Academic Performance and Well Being

	GENDER	N	Mean	Std. Deviation	Std. Error Mean	T value	Sig. (2 tailed)
SPIRITUALITY	MALE	60	49.7000	17.76809	2.29385	5.040	.000

	FEMALE	60	65.7667	17.14976	2.21402	5.040	.000
ACADEMIC PERFORMANCE	MALE	60	26.4667	5.57375	.71957	.627	.532
	FEMALE	60	27.0333	4.24251	.54771	.627	.532
WELL-BEING	MALE	60	46.5000	6.66766	.86079	1.392	.167
	FEMALE	60	48.6667	10.04847	1.29725	1.392	.167

Table 8 gives insights into the mean scores, standard deviations, and standard errors of the mean, T value and sig level for spirituality, academic performance, and well-being among two gender groups, males, and females, each consisting of 60 individuals.

There is a significant gender difference in the level of spirituality among young adults. The t-value for both males and females are 5.040, and the associated p-value is less than 0.05 ($p < .005$), indicating a statistically significant difference in spirituality scores between males and females. This suggests that, on average, females in the sample tend to exhibit higher levels of spirituality than males, as evidenced by the notably higher mean score for females (65.77) compared to males (49.70).

The t-value for academic performance between males and females is 0.627, and the associated p-value is greater than 0.05 ($p = .532$), indicating that there is no statistically significant difference in academic performance between males and females. Therefore, academic performance does not seem to differ significantly based on gender in this sample.

For well-being, the t-value for both males and females are 1.392. The associated p-values are both greater than 0.05 ($p = .167$), suggesting that there is no statistically significant difference in

well-being between males and females. This implies that, overall, well-being levels do not significantly differ between genders within this sample.

Therefore, the third hypothesis, suggesting a significant gender difference in spirituality among young adults, is supported, with females scoring higher in spirituality level. This gender contrast in spirituality corresponds with Dennis' study (2004), which assessed spirituality among 524 Northeastern U.S. college students, showing women with higher spirituality and clearer goals than men. Additionally, Mirkovic et al.'s study on Gender Differences Related to Spirituality, Coping Skills, and Risk Factors of Suicide Attempt found that both genders had low spirituality scores, yet girls exhibited significantly higher overall spirituality scores compared to boys. Bryant (2007) examined a national and longitudinal sample of 3,680 college students, investigating 13 spiritual traits and factors influencing changes in spirituality during college. He observed significant gender variations in students' spiritual attributes, influenced by factors such as religious identity, peer interactions, and exposure to science. Overall, Bryant found that females tended to exhibit higher levels of spirituality compared to males. According to sociologist Stark from (2002) Baylor University, he suggests that the physiological differences between men and women, particularly the higher levels of testosterone in men, could explain the gender disparities in religion. Stark's theory revolves around the idea that testosterone is linked to men's inclination towards risk-taking behavior, which he believes contributes to their lesser involvement in religion compared to women. In contrast, women's lower levels of testosterone are seen as a factor leading to their higher religiosity.

CONCLUSION

This research investigated the relationship between spirituality and two crucial aspects of young adults' lives: academic performance and well-being. The study sample consisted of 120 individuals, evenly divided between male and female participants. The findings revealed that among these young adults, their levels of spirituality, academic performance, and well-being were generally higher than average.

Additionally, the study identified a positive correlation between spirituality and both academic performance and well-being, the correlation coefficient between spirituality and academic performance was $r = 0.302$, indicating a positive relationship but of relatively weak strength. On the other hand, the correlation coefficient between spirituality and well-being was $r = 0.525$, suggesting a moderate to strong positive relationship between the two.

Furthermore, the analysis revealed that female participants tended to exhibit higher levels of spirituality compared to male participants. This highlights the gender differences in spiritual inclinations within the sample population.

In conclusion, this study sheds light on the importance of spirituality in the lives of young adults, particularly its influence on academic performance and well-being. The results indicate that higher levels of spirituality are associated with better academic performance and greater well-being among young adults. These findings emphasize the significance of addressing spirituality in educational and psychological interventions aimed at enhancing the overall well-being and academic success of young adults.

Implications

The study suggests that educators, including teachers, lecturers, and counselors that they should actively promote and enhance spirituality among young adults.

- Schools and colleges can organize workshops or seminars that provide opportunities for young adults to explore different spiritual traditions, practices, and philosophies. This can help them develop a deeper understanding of spirituality and its relevance to their lives.
- Encouraging the formation of spiritual or faith-based student groups or clubs can provide a sense of community and support for young adults. These groups can offer opportunities for shared spiritual practices, discussions, and mutual support.
- Mental health professionals could utilize spirituality as a resource for promoting well-being and resilience among young adults. Incorporating spiritual practices such as meditation, prayer, gratitude exercises, forgiveness practices, and finding meaning in adversity into therapeutic interventions may offer additional coping mechanisms and foster a sense of meaning and purpose in young adult's life.
- Engaging in acts of service and volunteerism aligned with spiritual values can foster a sense of purpose and connection to something greater than oneself. Schools and colleges can facilitate opportunities for students to participate in community service projects that align with their spiritual beliefs.
- Schools and colleges can provide access to spiritual counselors or advisors who can offer guidance and support to students on their spiritual journey. These counselors can help students navigate spiritual questions, challenges, and experiences in a safe and supportive environment.

- Schools and colleges can designate quiet, contemplative spaces on campus where students can engage in prayer, meditation, or reflection. These sacred spaces can provide students with a sanctuary for spiritual practice and contemplation amidst the hustle and bustle of campus life.

Limitations

- Firstly, a lower sample size ($N = 120$) reduces the power of the study as data is very small.
- The study sample was also limited by a lack of ethnic diversity, as all the participants belong to the same region of Delhi NCR
- Additionally, the current study utilized self-report measures to assess spirituality, academic performance, and well-being of the Young Adult population. The use of self-report methods may increase the possibility of response bias (e.g., overreporting, random responding, underreporting). It is also possible that Subjects might have made or selected the answers which are more socially acceptable rather than being truthful.
- The study has not accounted for the potential confounding variables that could influence the relationship between spirituality, academic performance, and well-being. Factors such as socio-economic status, family dynamics, or prior educational experiences could have impacted the results.
- The study's findings may not be generalizable beyond the specific age range of 18-25 years. By exclusively sampling young adults within this age range, the study may fail to capture variations in the relationship between spirituality, academic performance, and well-being across different age groups.

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