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**The Effectiveness of Spiritual Intelligence and Mental Flexibility on
The Students of Universities**

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Abstract

The aim of this study is to clarify the spiritual intelligence and mental flexibility definitions on the university students under specific variables, to context the border of each one alone, and then determine the relations between both. Four variables that were used in the study, each one had two directions as; collage (literary, scientific), study level (fourth, seventh), gender (male, female), and social status (married, single). The sample was inserted in the study from Sattam Bin Abdulaziz University Saudi Arabia and contains 242 students. The result showed that the level of mental flexibility for the students was high where the spiritual intelligence was medium. Also, there was a strong positive correlation coefficient between spiritual intelligence and mental flexibility. Mental flexibility depending on an academic level but did not for the other variables. However, spiritual intelligence not affected through changing variables.

Key words: Spiritual intelligence, Mental flexibility.

Introduction:

One of the relatively modern concepts that started to appear recently is spiritual intelligence (SI). The most impressive definition for spiritual intelligence started from Nasel (2004) who defined SI as the ability of an individual to employ spiritual talents to know more, looking for vague meaning and analyzing the existential, spiritual, and functional issues (Hosseini et al, 2010). Other researchers defined spiritual intelligence as the basis for individuals to construct the capacity of forgiveness and modification to any life case in the most successful way (Rani et al., 2013). Also, spiritual skills are used by the individual to take an important decision, thinking about existential issues, and then trying to fix daily problems (Moati et al., 2018). SI specified by Amram and Dryer (2008) “It is the ability to apply, manifest, and embody spiritual resources values, and qualities to enhance daily functioning and wellbeing.” For Vaughan (2002) the description of him about SI “It is interested with the inner life of mind and spirit and its relationship to being in the world.” (Zohar and Marshall 2000) defined SI as the capability of human to solve issues of meaning and values in human life. The most comprehensive definition by Arnout (2016, p.5) who defined SI as “the center and source of guidance for the other

intelligences of the individual, and represents an umbrella that combines spiritual vigilance, spiritual capacity, and spiritual presence, and represents the compass that helps the individual to navigate the sea of life with joy, wisdom, mercy, and optimism, In the mercy of life here and now.”

Many kinds of research applied in different fields to check the potential of spiritual intelligence on all kinds of age such as unemployed adults to predict well-being (Arnout, 2020). And on employed artists (Behroozi et al., 2014). Also, one study takes genders (men and women) in marital status (Rostami, 2014). Other findings relations between depression and spiritual intelligence among older adults (60 years and above) (Roy et al, 2021). The other study by how much gender (male and female) and education background (arts and science) could be affected mental health and spiritual intelligence (Pant and Srivastava, 2019). Other study the potential of spiritual intelligence on the traits of personality the sample is taken from different faculties from Jordanian university included male and female (Mahasneh et al., 2015).

The researcher tries to crystalize the concept of mental flexibility from previous research (Matthew and Stemler, 2008) defined mental flexibility (MF) as solving created problems using gained knowledge through using both thinking divergent and convergent. Other defined (MF) the ability of an individual to adapt with ambiance by synchronizing between the environment changes and updating responses stands on cognitive knowledge and behavioral experience (Armbruster et al., 2012; Dajani, and Uddin, 2015; Pang et al., 2016).

To study the mental flexibility, researchers consider many references as basic to apply their study on as; the level of education, the gender, language, age for adult, ethnic origins (Matthew and Stemler, 2013), children (8-15 years) (Mogadam et al., 2018) and woman (63-80 years) to check mental flexibility as part of the study (Solianik et al., 2020).

To my knowledge, no previous study examines spiritual intelligence and mental flexibility under four gathered main criteria; collage (scientific and literary), education level (fourth and seventh), gender (male and female), and marital status (married and single) where the case study taken from Prince Sattam Bin Abdulaziz University Saudi Arabia this research studied the level of mental flexibility and spiritual intelligence for the student, check if there is a relationship

between mental flexibility and spiritual intelligence and how the level of mental flexibility and the spiritual intelligence varies as the main four criteria vary.

The sections of the article are organized as follows: section two literature review, section three research method, section four result, section five discussion, section six conclusion, section seven recommendation, and section eight references.

1. Literature review:

There are many studies propagated in the field of psychology, where the changes of life increased, because of the numbers of concepts that appear in our worlds such as spiritual intelligence and mental flexibility. In the region of these two axes, researchers try to crystalize the view that surrounds both, context the most comprehensive definitions, the most effective factors could have positive or negative feeding to stoking (SI) and (MF) and study the development both through all categories of ages, to helping in improve human life quality.

(Solianik et al., 2020) checked the effectiveness of fasting 48-hours on mental flexibility with evoked stress, cognitive and motor function. The sample of study contains eleven women aged range (63-80) years the measurements are taken under two random conditions; one is a 48-hours usual diet the second is a 48-hours zero-calorie diet with water provided ad-libidum. Many indicators that have been measure; cortisol level, mood state, cognitive performance automatic function, visuomotor coordination, balance and motor speed, readings are taken before and after the two diets, the result indicated that fasting (48-hour) decreased mental flexibility, increased fatigue, but improved balance.

From a medical and psychological perspective, (Mogadam et al., 2018) examined the temporal dynamics of brain activity related to mental flexibility in children, the sample study contains 22 children their ages take position in the range (8-15) years as male and female the data collected by magnetoencephalography (MEG) and they found that children using two regions from the brain using in mental flexibility one is the front parietal network, the same as adults, and the other is posterior parietal cortices. Also, the temporal pole and premotor areas acting as support for the previous two regions. Additionally, there is a difference in growth in the brain activation time in the region that supports mental flexibility the reason comes from a large decrease in the time activation with age progress.

(Istiariani and Arifah, 2020) focus their study on an accountant Indonesian student to examine the effect of spiritual intelligence, education level, and love of money on their ethical perception. The spiritual intelligent part in the study indicated that it has positive potential on accountant students' ethical perception and negative relation with the love of money.

(Krisnanda and Surya, 2019) knocked by their research the field of the leadership and employee performance to seeking the effect spiritual of intelligence on that field and they used all operators (40) employees of gas station Pratma Anugrah Dewater as samples for their research, the result of the study was that spiritual intelligence had a positive effect on the employee performance and on the transformational leadership.

(Anwar and Osman, 2015) study the effect of spiritual intelligent dimensions on the organization citizenship behavioural (OCB). The research was applied to employees working in service and manufacturing companies in Malaysia. The spiritual intelligent dimensions were taken by the study, critical existential thinking, personal meaning production, transcendental awareness, conscious state expansion. Where the demographic variable of the respondents includes gender, age group, marital status, the highest level of education, religion, and level of employment. The research reaches these results there is a positive significant relationship between (OCB) organization citizenship behaviour and two dimensions of SI which are transcendental awareness and personal meaning production. Also, individuals who have high SI show more rationalism and lead their behaviours within their emotional experience's context.

(Yousif, 2020) studied the effectiveness of using imaging techniques to teach Islamic education to develop spiritual intelligence and academic self-efficacy. The study was applied among high school students and dealt with the component of spiritual intelligence (spiritual awakening, spiritual ability, and spiritual existence) and with dimensions of academic self-efficacy (self-motivation and perseverance in learning, confidence in the possibility of successful completion, self-regulation of learning). The study showed the imagination techniques were effective in developing spiritual intelligence through developing its components. Also, developing academic self-efficacy through developing its dimensions.

(Al-Agdaf, 2020) sought to develop the spiritual intelligence among high school students (female) by the heuristic program. Where spiritual intelligence scale was built to the aim of the

study and contain six dimensions (truthfulness, honesty, patience, altruism, forgiveness, and responsibility bear). The result of the study showed that the heuristic program was effective in developing spiritual intelligence in high school students (female).

3. Research Method:

3.1 Sample selection:

The aim of the present study is to investigate the interconnection between selected variables with mental flexibility and spiritual intelligence both separately, so the research building in the quantitative standard. Where the study sample included students from prince Sattam Bin Abdulaziz University Saudi Arabia and the sample contains 242 students, were selected under four categorizations each one divided into two parts as shown below in the table.1:

Table 1. Distribution of the sample members according to the personal and learning variables

Categorization	Variables	Number of respondents	Percent %
College	Literary	114	47.1
	Scientific	128	52.9
	Total	242	100.0
Study level	Fourth	135	55.8
	Seventh	107	44.2
	Total	242	100.0
Gender	Male	161	66.5
	Female	81	33.5
	Total	242	100.0
Social status	Married	34	14.0
	Single	208	86.0
	Total	242	100.0

From table.1 the number of respondents from these variables is greater than the other from the same criteria; for the collage scientific, for study level seventh level, for gender male and for social status single.

3.2 Stability of the study tools:

To extract the stability of the study tool, the study tool was applied to an exploratory sample of (30) students, and the correlation coefficient between the two applications was calculated to extract the stability of the repetition (Test.R.test), and the tool stability equation (Cronbach Alpha) was also applied to all fields of study and the tool as a whole, as shown below in the table.2:

Table 2. Reliability coefficients by the two methods return R.test and Cronbach's alpha(α) study measures

Criterion	Number of paragraphs of the questionnaire	Repeatability coefficient of stability R.test	Coefficient of reliability (Cronbach's alpha, α)
Mental flexibility	26	0.95	0.94
Spiritual intelligence	49	0.84	0.93

From table.2 this information was extracted:

- For mental flexibility: repeatability coefficient of stability R.test recorded (0.95), and Coefficient of reliability (Cronbach's alpha, α) recorded (0.94) which are high stability coefficients that are acceptable for the purposes of the study.
- For spiritual intelligence: repeatability coefficient of stability R.test recorded (0.84), and Coefficient of reliability (Cronbach's alpha, α) recorded (0.93) which are high stability coefficients that are acceptable for the purposes of the study.

3.3 Ladder evaluation of answers:

Likert scale with pentagonal gradient was used to evaluate the opinion (as data) of respondents of the study sample within the two scales of the study (mental flexibility and spiritual intelligence). The ladder of the scale starts from (1) to (5) where (1) = never, (2) = little, (3) sometimes, (4) very, and (5) = always, also the study stands on the following categorize to judge on the arithmetic means:

- Less than 2.33 (low).
- From (2.34- 3.66) (medium).

- From (3.67- 5.00) (high).

3.4 Statistical processors:

Statistical processors were used by the SPSS program to answer the study questions, as follow:

- The frequencies and percentages of the personal and learning variables of the study sample.
- The arithmetic means and standard deviations of the answers of the study sample individuals for all the study measures.
- Pearson's correlation Coefficient between two scales.
- Quaternary analysis variance (ANOVA 4-way) to show the difference for each scale under study variables.

4.Result:

This part includes the results of the study aimed at identifying spiritual intelligence, mental flexibility, and the relationship between both from the viewpoint of Sattam University students.

The results will be presented based on the study questions as follows:

Q1. What is the level of mental flexibility for Sattam University students?

To answer this question, means and standard deviations were calculated for the paragraphs of the questionnaire related with mental flexibility and total degree was evaluated as shown in table.3:

Table 3. Means and standard deviations were calculated for the paragraphs of the questionnaire related with mental flexibility and total degree was evaluated.

Number	Paragraph	Means	Standard deviations	Rank	Degree
1	I seek to understand the components of the problem to solve it.	4.45	0.79	1	
2	I try to find solutions to the problem even if it seems impossible to me.	4.25	0.84	2	high
3	I can change the way I think about the problem I am facing.	4.14	0.86	3	high

4	I am working on rearranging the problem in order to solve it	4.10	0.92	5	high
5	I try to live with the situations that I face in order to be able to solve them.	4.14	0.87	3	high
6	Analysing the problem into simple elements contributes to producing diverse ideas.	4.08	0.91	7	high
7	Dialogues about a position make me better able to produce diverse ideas.	4.07	0.94	8	high
8	I use my personal skills that are commensurate with the problems I face, to reach a solution	4.06	0.85	9	high
9	I seek to form connections between my thoughts about a situation and patterns of behaviour.	4.02	0.95	11	high
10	I can deal with the emergency conditions that I face in different situations.	3.95	1.00	15	high
11	Repeating behaviour patterns in my life skills contribute to the diversity and freshness of my ideas	3.83	1.02	22	high
12	An individual who sticks to his opinion about a situation that is intellectually rigid.	3.72	1.06	24	high
13	I can stop continuing to solve a problem and adapt to new proposed solutions.	3.68	1.06	25	high
14	I strive to produce as many diverse ideas as possible about any problem that I encounter.	3.99	0.95	13	high
15	I am interested in diverse ideas even if they are strange about the problem facing me.	3.99	1.01	13	high
16	I can adapt an idea to suit my situation.	3.95	0.90	15	high
17	Allow my thoughts to slip out of the specified frames as I grapple with the problem.	3.74	1.01	23	high
18	I can switch thoughts as long as it helps me in	3.94	1.02	17	high

	facing a situation.				
19	Use unconventional ideas in the face of a problem as long as it helps solve it.	3.86	0.99	21	high
20	I believe that the diversity of my thoughts is unique.	4.02	1.02	11	high
21	I prefer changing my attitudes toward a topic if the change leads to positive results.	4.10	0.97	5	high
22	I prefer to repeat my attempts to solve the problem no matter what time and effort it takes.	3.91	0.99	18	high
23	My use of more than one idea in the face of one situation prompts me to confront other situations.	3.90	0.97	19	high
24	My repetition in the diversity of my thoughts about the situations I face pulls me out of the intellectual deadlock.	3.87	1.00	20	high
25	I strive to produce the most ideas on a topic when sharing with my colleagues.	4.06	0.99	9	high
26	I am rigid and indifferent if my thoughts are restricted.	3.38	1.24	26	medium
Scale (mental flexibility) as total		3.97	0.61	-	high

Q.2: What is the level of spiritual intelligence for Sattam University students?

To answer this question, means and standard deviations were calculated for the paragraphs of the questionnaire related to spiritual intelligence, and the total degree was evaluated as shown in the table.4:

Table 4 Means and standard deviations were calculated for the paragraphs of the questionnaire related with spiritual intelligence and total degree was evaluated.

Number	Paragraph	Means	Standard deviations	Rank	Degree
1.	I know my strengths and weaknesses.	3.70	0.92	11	high

2.	I make values and principles a guideline for my life.	3.68	0.91	14	high
3.	I reflect deeply on the relationship between man and the rest of the universe.	3.62	0.89	30	medium
4.	I am aware of the deep communication between myself and others.	3.67	0.88	16	high
5.	I am aware of the non-material aspects of life.	3.56	0.96	43	medium
6.	I control my feelings and thoughts when interacting with others.	3.61	0.95	32	medium
7.	I put the things that are going through me in a larger context so that I can show you, their importance.	3.61	0.91	34	medium
8.	To develop clear ideas, see things in a comprehensive manner.	3.63	0.91	28	medium
9.	I developed theories of my own about things like life, death, truth and existence.	3.61	0.89	32	medium
10.	I tend to ask the essential questions when talking about important topics	3.60	0.90	35	medium
11.	I treat others better than they treat me.	3.64	0.95	26	medium
12.	Think better about others in their behaviour towards me.	3.57	0.94	40	medium
13.	In my daily life I feel that my work serves the entire universe.	3.53	0.96	44	medium
14.	Financial rewards are not the basis of any work I do.	3.38	0.95	48	medium
15.	I am looking for integration with others and reconciliation between them.	3.60	0.90	34	medium
16.	I tend to be a supportive person, a giving back to others.	3.60	0.99	36	medium

17.	I feel very effective when helping others.	3.64	1.00	27	medium
18.	In my actions, I take into consideration the general and extended interest of all people.	3.65	0.93	20	medium
19.	I walk based on the lofty values that I possess.	3.64	0.90	24	medium
20.	I try to leave a good trail.	3.80	0.95	4	high
21.	I know that I have obligations to the world that must be fulfilled and fulfilled.	3.52	1.02	45	medium
22.	Silence my anger and forgive those who wronged me.	3.45	0.95	47	medium
23.	I share prominent interests in my community.	3.48	0.94	46	medium
24.	Finding meaning in my life makes me more adaptive to stress.	3.65	0.95	18	medium
25.	Make my decisions in light of my goals and aspirations.	3.64	0.95	23	medium
26.	I think about the meaning of life constantly.	3.62	0.98	30	medium
27.	I live my life with crystal clear goals.	3.55	0.92	43	medium
28.	I have a strong ability to find meaning in life.	3.57	0.93	41	medium
29.	I live with suffering, and I try to get the best of it.	3.65	0.90	21	medium
30.	I believe in the value of everything I strive to achieve in my life.	3.68	0.97	15	high
31.	The achievements I achieve create meaning in my life.	3.76	0.96	7	high
32.	Life seems so interesting to me.	3.66	1.02	17	medium
33.	I feel that life is worth living.	3.71	0.95	10	high
34.	I work on the harmony of my life with what God loves and pleases.	3.79	1.03	5	high

35.	I dedicate my life to a purpose.	3.64	1.00	25	medium
36.	I develop myself spiritually by practicing regular rituals.	3.67	1.05	17	high
37.	I consider my life valuable and try to take advantage of every moment of it.	3.69	1.03	13	high
38.	I feel happy when performing religious rituals.	3.76	1.03	6	high
39.	I spend time to contemplate and ponder the laws of the universe.	3.64	0.95	22	medium
40.	Rely on a deep belief in God when facing life's challenges.	3.89	1.02	1	high
41.	In times of suffering, I remember lessons and aphorisms.	3.70	1.01	12	high
42.	Performing rituals helps me to face life's challenges.	3.81	1.02	3	high
43.	Use things that remind me of the greatness and wisdom of the Creator.	3.74	0.97	9	high
44.	I take times for self-reflection and renewal.	3.60	1.01	37	medium
45.	Continuing to remember God makes me feel reassured.	3.87	0.99	2	high
46.	Meditation of nature around me feels wonderful and beautiful.	3.75	0.97	8	high
47.	I walk based on the spirituality that I possess.	3.57	0.88	39	medium
48.	I strive to be faithful in everything I do.	3.60	0.92	38	medium
Scale (spiritual intelligence) as total		3.65	0.71	---	---

Q3.: Is there a relationship between mental flexibility and spiritual intelligence for Sattam University students?

To answer this question correlation coefficients between mental flexibility and spiritual intelligence were calculated for Sattam University students as shown in table.5:

Table 5 Correlation coefficients between mental flexibility and spiritual intelligence.

Variable		Spiritual intelligence
Mental flexibility	Correlation coefficients	0.445**
	Statistical significance	(0.0001)
** related at level (0.01)		

Q.4: Does the level of mental flexibility and spiritual intelligence differ according to the variables of the study (College, Study level, Gender, Social status)?

To answer this question, means and standard deviations were calculated for the level of mental flexibility and spiritual intelligence according to the study variables (College, Study level, Gender, Social status), and apply quaternary analysis variance (ANOVA 4-way) as shown in table 6:

Table 6. Means and standard deviations were calculated for level of mental flexibility and spiritual intelligence according to the study variables (College, Study level, Gender, Social status)

Scale	Categorization	Variables	Number of respondents	Means	Standard deviations
Mental Flexibility	College	Literary	114	4.01	0.61
		Scientific	128	3.93	0.61
	Study level	Fourth	161	4.02	0.61
		Seventh	81	3.87	0.61
	Gender	Male	34	3.94	0.69
		Female	208	3.97	0.60
	Social status	Married	135	3.86	0.60
		Single	107	4.11	0.61
Spiritual Intelligence	College	Literary	114	3.70	0.68
		Scientific	128	3.59	0.73
	Study level	Fourth	161	3.68	0.72
		Seventh	81	3.56	0.67
	Gender	Male	34	3.62	0.65
		Female	208	3.64	0.71

	Social status	Married	135	3.54	0.67
		Single	107	3.77	0.73

Also, to find out the statistical significance of these differences, an analysis of variance (ANOVA) was applied as shown in tables 7, 8.

Table 7. Results of analysis of variance (ANOVA-4-way) detect differences in mental flexibility according to the study variables (College, Study level, Gender, Social status)

Categorization	Sum of squares	Degrees of freedom	Average of squares	F value	F statistical significance
College	.176	1	.176	.480	.489
Study level	2.428	1	2.428	6.636	.011
Gender	.021	1	.021	.057	.811
Social status	.036	1	.036	.098	.755
error	86.708	237	.366	---	---
Total Corrected	90.769	241	---	---	---

Table 8 Results of analysis of variance (ANOVA-4-way) detect differences in spiritual intelligence according to the study variables (College, Study level, Gender, Social status)

Categorization	Sum of squares	Degrees of freedom	Average of squares	F value	F statistical significance
College	.443	1	.443	.892	.346
Study level	1.915	1	1.915	3.853	.051
Gender	.006	1	.006	.013	.911
Social status	.009	1	.009	.018	.893
error	117.800	237	.497	---	---
Total Corrected	121.294	241	---	---	---

5. Discussion:

Table.3 shows that mean values take range between (3.38-4.45), where paragraph number (1) which states " Paragraph I seek to understand the components of the problem to solve it" takes rank 1 with a mean (4.45) and high degree, and the last rank (26) which states " I am rigid and indifferent if my thoughts are restricted " with a mean (3.38) and medium degree. Also, the mean of mental flexibility as total reach to (3.97) with high degree. This result is attributed to the concerted efforts, whether from modern family upbringing, school, university, and the media, from adopting democratic education that calls for the abandonment of stagnation and flexibility in education and the call for renewal. Facing him and trying to solve them by finding many alternatives to achieve the goal, especially as we live in an era of rapid change and technological revolution.

Table.4 shows that mean values of spiritual intelligence take range between (3.38-3.89), where paragraph number (40) which states " Rely on a deep belief in God when facing life's challenges" takes rank 1 with a mean (3.89) and high degree and the last rank (14) which states " Financial rewards are not the basis of any work I do " with a mean (3.38) and medium degree. Also, the mean of spiritual intelligence as total reach to (3.65) with medium degree. The reason for this result is attributed to the methods of superficial religious education that focus on practicing rituals outwardly without establishing the spiritual side as food for the soul, due to the lack of awareness of the importance of spiritual intelligence in building and refining the personality of the individual, for example, the spiritual questions that the son asks in the prime of his life are ignored or answered. Superficially and unclear, the child grows up in a state of spiritual instability, and this is also what happens in school and university curricula that did not give the spiritual side its right, as subjects were not assigned to the independent curriculum that develops spiritual intelligence, due to lack of awareness of the importance of this in raising an independent, flexible, benevolent generation The growth of spiritual intelligence remains dependent on individual efforts by the individual himself, in his endeavour to reach a state of spiritual stability.

From table.5 there is a positive and strong correlation coefficient between mental flexibility and spiritual intelligence equal to (0.445) with Statistical significance equal to (0.00). This indicates that there is a strong positive correlation coefficient between mental flexibility and spiritual intelligence. This result consistent with the theory of Horen and Cattell Horen & Cattel, as this

theory sees that flow intelligence is individual capabilities that help to understand and deduce existential issues and explain the mental flexibility developed by spiritual intelligence (King, 2008)

From table.6, Apparent differences between averages of the answers of the study sample in the standard for the level of mental flexibility and spiritual intelligence according to the study variables (College, Study level, Gender, Social status) is clear.

It is shown from table.7 that the existence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) In mental flexibility, depending on the variable of the academic level, as

it reached a value ($F=6.636$) with statistical significance (0.011). The arithmetic mean has been reached for the seventh level to (4.11) and (3.86) for the fourth level. This is attributed to the increased awareness and experience of the seventh-level students compared to the fourth level, as they have applied for graduation doors and have benefited from their previous experiences, changing their viewpoints, diversifying their thinking, and diverting their course in line with the requirements of the situation.

There is no existence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) in mental flexibility following to the study variables (College, Gender, Social status), where the value of (F) did not reach to the level of statistically significant.

Finally, It is shown from table8, There is no existence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) in spiritual intelligence following to the study variables

(College, study of level, Gender, Social status), where the value of (F) did not reach to level of statistically significant. This is due to the similarity between the study sample members in family upbringing, methods of study, and the problems they face on campus, regardless of gender, specialization, or marital status.

6. Conclusion:

Psychological environment expands its scope to include concepts that have emerged the need with the developments and changes introduced during life and their impact on the human psyche and its intellectual productivity and the consequences thereof. Two of that concepts are spiritual intelligence and mental flexibility.

The result of the current study indicates that the level of mental flexibility for Sattam University students was high, this comes from the efforts, whether from modern family upbringing, school, university, and the media, from adopting democratic education that calls for the abandonment of stagnation and flexibility in education and the call for renewal. Facing him and trying to solve them by finding many alternatives to achieve the goal, especially as we live in an era of rapid change and technological revolution.

Where the level of spiritual intelligence for Sattam University students was medium. there is a positive and strong correlation coefficient between mental flexibility and spiritual intelligence, this related to the methods of superficial religious education that focus on practicing rituals outwardly without establishing the spiritual side as food for the soul, due to the lack of awareness of the importance of spiritual intelligence in building and refining the personality of the individual.

There is a strong positive correlation coefficient between mental flexibility and spiritual intelligence.

There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) In mental flexibility, depending on the variable of the academic level, as it reached a value ($F=6.636$) with statistical significance (0.011). This is attributed to the increased awareness and experience of the seventh-level students compared to the fourth level, as they have applied for graduation doors and have benefited from their previous experiences, changing their viewpoints, diversifying their thinking, and diverting their course in line with the requirements of the situation. There is no existence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) in mental flexibility following to the study variables (College, Gender, Social status). Also, no existence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) in spiritual intelligence following to the study variables (College, study of level, Gender, Social status), This is due to the similarity between the study sample members in family upbringing, methods of study, and the problems they face on campus, regardless of gender, specialization, or marital status.

7. Recommendations:

- Conduct similar studies to this study across different age stages, such as adolescence and childhood.

- Conducting similar studies in which spiritual intelligence and mental flexibility are studied and its relationship to other variables such as features -personality and self-confidence of adolescents.

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