

# Mediating Role of Distress Tolerance in Relationship of Emotional Maturity and Spiritual Intelligence with Adjustment to University

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## Abstract

**Background and Objective:** Adjustment to university is an important factor in different dimensions of students' life such as mental-physical health and social adjustment in the fields outside the university. The aim of this study was to determine mediating role of distress tolerance in the relationship of spiritual intelligence and emotional maturity with adjustment to university.

**Methods:** In this correlation study, based on Krejsi and Murgan table, 273 students of Shahid Chamran University in Ahvaz city were selected via multistage cluster sampling method during the fall semester of the academic year of 2016-2017. The participants completed the items of Emotional Maturity Scale, Distress Tolerance Scale, Spiritual Intelligence Inventory and Adjustment to College Scale. The data were then analyzed using Pearson correlation coefficient, structural equation modeling. All ethical issues were observed in this study and the researchers declared no conflict of interests.

**Results:** The findings showed that emotional maturity, spiritual intelligence, and distress tolerance had positive significant correlation with adjustment to college. There was also a positive significant correlation between emotional maturity as well as spiritual intelligence and distress tolerance. The proposed model for relationship between these variables has acceptable fit with a correction and removal of direct path of spiritual intelligence with adjustment to college. Direct path of emotional maturity to adjustment to college was significant. The analysis based on Bootstrapping indicated that all indirect paths were significant.

**Conclusion:** It is proposed that to raise adjustment to university, educational programs for emotional maturity and spiritual intelligence with an emphasis on enhancing distress tolerance should be developed.

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## Summary

### Background and Objective

Nowadays, adjustment to university in students due to exposure to environmental and psychological stressors requires a number of features and capabilities, among which an effective coping strategy that is considered one of the subsets of general intelligence, and it has the

most important role in matching the individual with the environment and others, is the spiritual intelligence (1). The spiritual intelligence is a set of compatibility capacities in the mind based on non-physical and transcendental aspects of reality causing flexibility in behavior, deep insight into life and purposefulness, and this leads to psychological adjustment of the individual due to an attempt made to satisfy God (2, 3). Research findings indicate a positive correlation between

spiritual intelligence and adjustment to university (1, 4). Additionally, people who have higher levels of distress tolerance in different living conditions will be able to adapt sooner. Distress tolerance is a variable of individual differences that refers to the capacity of experience and resistance to emotional disturbances (5). Another structure that is related to compatibility is emotional maturity. Emotional maturity is defined as the ability of individuals to manage their emotions, along with assessing the emotional states of others in interpersonal relationships in order to make appropriate decisions and actions (6). Research findings (7, 8) indicate that emotional maturity is an important predictor of the level of success and adjustment of individuals in life. Considering the theoretical foundations and also the importance of adjustment to university in mental health of students and its impact in non-university contexts, this study seeks to explore the relationship between spiritual intelligence and emotional maturity with adjustment to university through distress tolerance mediation using the structural modeling method, and considering the lack of research in this field, a greater awareness of the university environment and student problems will be achieved.

#### Methods

In a correlational design, using Krejcie and Morgan's table, 285 undergraduate students at Shahid Chamran University of Ahvaz were selected and responded to Adjustment to College, Emotional Maturity, Spiritual Intelligence, and Distress Tolerance Questionnaires. Data were analyzed using structural equation modeling.

#### Results

Fitness indices (other than  $\chi^2$ ) indicate the optimal fit of the final model with data. Findings of this study indicate a direct and significant correlation between spiritual intelligence (0.40) and emotional maturity (0.52) and adjustment to college. In addition, distress tolerance has a direct and significant correlation with adjustment to college (0.47). In addition, in the final modified model, emotional maturity in both direct and indirect forms (through distress tolerance) has a significant correlation with adjustment to college, but spiritual intelligence only indirectly (through distress tolerance) has a direct correlation with adjustment to college.

#### Conclusion

Findings of this study indicate a positive and significant correlation between the distress tolerance and adjustment to college, which is consistent with the findings of previous research (9, 10). When exposed to stress and tension, people who have less distress tolerance have a hard time adjusting and controlling their emotions because they have less capacity to experience and resist emotional disturbance, thus they are more likely to resort to maladaptive behaviors and strategies. In this study, a positive and significant relationship between spiritual intelligence and distress tolerance was found, which is consistent with the findings of previous studies (4,11,12). In explaining the

above, it can be said that spiritual intelligence actually represents a set of abilities, capacities, and resources for the meaning of experiences and problems that its application increases tolerance and resilience and reduces emotional disturbance. Another finding of this study is a significant correlation between emotional maturity and adjustment to college through distress tolerance. To explain this, it can be argued that people with emotional maturity due to high tendency to self-regulation and self-control, have a high ability to cope with their needs and, when exposed to stress and tension, perform better in regulating and managing their emotions (6), and these individuals have a greater capacity for experiencing and resisting emotional disturbance, so levels of distress tolerance are increasing in their stressful situations, and because they use more effective coping strategies, they are more able to adjust to different situations stand against hardships, and as a consequence, they also achieve more adjustment (7,13,14). The other findings of this study suggest that in the final model, spiritual intelligence with adjustment to college, due to distress tolerance, has a significant correlation, and this conclusion is consistent with the findings of research (4,11,13,15). In explaining the above, it can be said that people with high spiritual intelligence consider life as meaningful and purposeful, and since they interpreted events in the light of the general meaning of life and beyond the material goals, while facing with the hardships of life, they are less disappointed and hoping for God make them experience less mental disturbance, more easily cope with it, have higher levels of tolerance to stressful problems and events, and thus achieve higher levels of adjustment. According to the results of this research, it is necessary that the experts involved in mental health, by providing educational strategies and workshops, try to develop emotional skills and enhance the emotional maturity and spiritual intelligence of the students in order to boost tolerance of emotional disturbances in students through management of emotions and to elevate levels of adjustment of individuals.

#### Ethical considerations

The Ethics Committee in Biomedical Research of Shahid Beheshti University of Medical Sciences has confirmed this research.

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#### Conflict of interest

The authors declared no conflict of interest.

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## دور تحمل الارتباك كعامل وسيط في النضج العاطفي والذكاء المعنوي مع التكيف الجامعي لدى طلاب جامعة الشهيد شميران في مدينة الاهواز

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### معلومات المادة

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### الملخص

خلفية البحث وأهدافه: التكيف مع الحياة الجامعية هو واحد من العوامل المهمة في مختلف جوانب الحياة الطلابية كباقي العوامل بما في ذلك الصحة الجسمية والعقلية والتكيف الاجتماعي في الاجواء غير الجامعية. الغرض من هذا البحث، دراسة دور تحمل الارتباك كعامل وسيط في النضج العاطفي والذكاء المعنوي مع التكيف الجامعي.

منهجية البحث: في تصميم ارتباطي، تم اختيار ٢٧٣ طالباً من بين الطلاب المقيمين في القسم الداخلي بجامعة الشهيد شميران في العام الدراسي ٢٠١٦-٢٠١٧ وذلك بطريقة أخذ العينة العنقودية مستخدماً جدول Morgan و krejcie. تم استخدام استمارة النضج العاطفي والذكاء المعنوي وتحمل الارتباك والتكيف الجامعي لغرض جمع البيانات. تم تحليل البيانات وتجزئتها باستخدام معامل ارتباط بيرسون والنمذجة بالمعادلة البنائية (SEM). تمت مراعاة جميع الموارد الأخلاقية في هذا البحث؛ وإضافة الى هذا فإن مؤلفي المقالة لم يشيروا الى اي تضارب في المصالح.

### الكلمات الرئيسية:

الارتباط  
 التكيف  
 الذكاء  
 الطالب

الكشوفات: بناء على الكشوفات، هناك علاقة ايجابية ذات دلالة احصائية بين النضج العاطفي والذكاء المعنوي وبين التكيف الجامعي. كما ان هناك علاقة ايجابية دالة احصائية ايضا بين تحمل الارتباك والتكيف الجامعي وبين النضج العاطفي والذكاء المعنوي مع تحمل الارتباك. تشير النتائج الى ان النموذج المقترح للعلاقة بين المتغيرات المذكورة اعلاه يكون مناسباً تماماً مع تصحيح وإزالة المسار المباشر للذكاء المعنوي الى التكيف الجامعي. اضافة الى هذا، فإن المسار المباشر للنضج العاطفي الى التكيف الجامعي كان دالا احصائياً. كما أظهرت نتائج المعاملات غير المباشرة باستخدام Bootstrap أن جميع المسارات غير المباشرة كانت ذات دلالة احصائية.

الاستنتاج: اظهرت النتائج ان الذكاء المعنوي والنضج العاطفي ومن خلال تحمل الارتباط، يؤديان الى زيادة نسبة تكيف الطالب مع الحياة الجامعية. لذلك، يُقترح أن يُدوّن برامج تعليمية للذكاء المعنوي والنضج العاطفي مع التركيز على زيادة تحمل الارتباك من أجل زيادة توافق الطلاب مع الحياة الجامعية.

يتم استناد المقالة على الترتيب التالي:

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# نقش واسطه‌ی تحمل پریشانی در رابطه‌ی بلوغ عاطفی و هوش معنوی با سازگاری با دانشگاه در دانشجویان پسر دانشگاه شهید چمران اهواز

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## چکیده

**سابقه و هدف:** سازگاری با دانشگاه از عوامل مهم در ابعاد مختلف زندگی دانشجویان مانند بهداشت جسمی-روانی و سازگاری اجتماعی در حوزه‌های خارج از دانشگاه است. هدف این پژوهش بررسی نقش واسطه‌ی تحمل پریشانی در رابطه‌ی بلوغ عاطفی و هوش معنوی با سازگاری با دانشگاه است.

**روش کار:** در یک طرح همبستگی و با استفاده از روش نمونه‌گیری خوشه‌ی از بین دانشجویان پسر مجتمع خوابگاهی وابسته به دانشگاه شهید چمران اهواز، با استفاده از جدول کرجسی و مورگان، تعداد ۲۷۳ دانشجوی پسر در سال تحصیلی ۹۵-۹۶ انتخاب شدند. در پژوهش حاضر از پرسش‌نامه‌های بلوغ عاطفی، هوش معنوی، تحمل پریشانی و سازگاری با دانشگاه برای جمع‌آوری داده‌ها استفاده شد. برای تجزیه و تحلیل داده‌ها نیز از ضریب همبستگی پیرسون و الگویابی معادلات ساختاری (SEM) استفاده شد. در این پژوهش همه‌ی مسائل اخلاقی رعایت شده است و مؤلفان مقاله هیچ‌گونه تضاد منافی گزارش نکرده‌اند.

**یافته‌ها:** بر اساس یافته‌های به‌دست‌آمده، بلوغ عاطفی و هوش معنوی با سازگاری با دانشگاه ارتباط مثبت معنادار داشت. همچنین بین تحمل پریشانی و سازگاری با دانشگاه؛ و بین بلوغ عاطفی و هوش معنوی با تحمل پریشانی نیز ارتباط مثبت معنادار وجود داشت. نتایج نشان داد که مدل پیشنهادی با یک اصلاح و حذف مسیر مستقیم هوش معنوی به سازگاری با دانشگاه دارای برازش پذیرفتنی بود. علاوه‌براین، مسیر مستقیم بلوغ عاطفی به سازگاری با دانشگاه نیز معنی‌دار بود. همچنین، نتایج ضرایب غیرمستقیم با استفاده از بوت استرپ نشان داد که همه‌ی مسیرهای غیرمستقیم نیز معنی‌دار بود.

**نتیجه‌گیری:** نتایج نشان می‌دهد که هوش معنوی و بلوغ عاطفی از طریق تحمل پریشانی موجب افزایش سازگاری با دانشگاه می‌شود. بنابراین، پیشنهاد می‌شود به منظور افزایش سازگاری با دانشگاه در دانشجویان، برنامه‌های آموزشی هوش معنوی و بلوغ عاطفی با تأکید بر افزایش تحمل پریشانی آنان تدوین شود.

## اطلاعات مقاله

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## واژگان کلیدی:

پریشانی  
 دانشگاه  
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