



RELATIONSHIP BETWEEN GENERAL WELL-BEING AND SPIRITUAL INTELLIGENCE AMONG ADOLESCENTS

Dr. Geeta Bhasin*

Assistant Professor

Department of Education

Centre for Distance and Online Education

Swami Vivekanand Subharti University, Meerut

Dr. Anoj Raj**

Professor and Head

Department of Education

Swami Vivekanand Subharti University, Meerut

Abstract

This study examined the relationship between General Well-Being (GWB) and Spiritual Intelligence (SI) among adolescents, with particular reference to gender and educational board. A sample of 900 senior secondary school students (boys and girls) from Meerut, Moradabad, and Bareilly districts of Uttar Pradesh was selected using stratified random sampling. Spiritual Intelligence was measured using the Spiritual Intelligence Scale by Dr. K. S. Misra, and General Well-Being was assessed using the General Well-Being Scale by Dr. Ashok K. Kalia. Data were analyzed using ANOVA and Tukey's HSD post hoc test.

The findings revealed significant gender-based differences in the relationship between GWB and SI, leading to the rejection of the first hypothesis. Significant differences were primarily observed among boys with varying levels of SI, whereas differences among girls were not statistically significant. Educational board also influenced the relationship between GWB and SI. Significant differences were found mainly among students from the CBSE Board with low SI compared to other groups, resulting in the partial rejection of the second hypothesis. The study concludes that both gender and educational board significantly influence adolescents' General Well-Being in relation to their Spiritual Intelligence.

Keywords: Adolescents, General Well-Being, Spiritual Intelligence, Gender, Educational Board.

Variables

Adolescence

Adolescence is a critical developmental stage characterized by significant biological, cognitive, emotional, and social changes. It generally begins between the ages of 10 and 13 and extends until approximately 18–20 years (Hurlock, 1981). Puberty marks this transition through rapid physical growth and hormonal changes that profoundly influence adolescents' physical and neurological development (Susman et al., 2003; Susman & Rogol, 2004; Blakemore et al., 2010). Simultaneously, adolescents experience substantial



cognitive development, including enhanced abstract thinking, moral reasoning, and the ability to understand complex social relationships (Keating, 2004; Steinberg, 2005).

Emotionally, adolescence is a period of identity formation in which individuals explore and establish a sense of self through experimentation and self-reflection (Erikson, 1968; Marcia, 1980; Kroger, 2007). This developmental phase is often accompanied by increased emotional sensitivity, peer influence, and emotional instability, contributing to a greater likelihood of engaging in risk-taking behaviors such as substance use, delinquency, and early sexual activity, particularly among male adolescents (Arnett, 1999; Bachman et al., 2002; Steinberg, 2008). Owing to the dynamic interaction of biological maturation, cognitive advancement, emotional development, and social influences, adolescence is widely recognized as a pivotal period that lays the foundation for lifelong well-being and development (Blakemore & Mills, 2014; Steinberg, 2010; Lerner & Steinberg, 2009; Sawyer et al., 2012; Patton et al., 2016).

General well-being

General Well-Being (GWB) during adolescence is a crucial aspect of healthy development, encompassing psychological, emotional, and physical health. This developmental stage is marked by significant changes in identity, self-concept, and social relationships that shape overall well-being (Steinberg, 2014; Lerner & Steinberg, 2009). According to the World Health Organization, adolescent well-being extends beyond the absence of illness to include positive emotions, life satisfaction, and the ability to cope effectively with stress (WHO, 2020). Research indicates that adolescents with higher levels of well-being demonstrate better academic achievement, healthier lifestyles, and stronger relationships with peers and family (Moksnes & Espnes, 2013; Suldo & Huebner, 2004), emphasizing the importance of promoting well-being during this critical developmental period.

General well-being is strongly influenced by social and environmental factors, including family relationships, peer interactions, and school climate (Bronfenbrenner & Morris, 2006; Eccles & Roeser, 2011). Adolescents experiencing supportive family environments and positive school settings report greater well-being (Fletcher et al., 2008; Wang & Eccles, 2012), whereas bullying, family conflict, and academic stress are associated with anxiety, depression, and lower life satisfaction (Rees et al., 2010; Espinoza et al., 2013). Socioeconomic status also plays a significant role, with adolescents from lower socioeconomic backgrounds often facing greater barriers to achieving optimal well-being because of limited resources and opportunities (Goodman et al., 2007; Evans & Cassells, 2014).

Spiritual Intelligence

Spiritual Intelligence (SI) is a multidimensional construct that refers to the ability to understand and apply spiritual principles to life, fostering meaning, purpose, and interconnectedness (King, 2008; Zohar & Marshall, 2000). In the Indian context, SI is



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deeply rooted in cultural and philosophical traditions that emphasize self-realization, *dharma* (righteous conduct), and the unity of all beings. The teachings of the Bhagavad Gita and the Upanishads highlight the realization of *Atman* and alignment with *Brahman* as essential for spiritual fulfilment (Bhaskar, 2013). Indian studies have consistently associated higher spiritual intelligence with better mental health, resilience, and life satisfaction (Kaur et al., 2015; Singh & Choubisa, 2009). Practices such as yoga, meditation, and prayer further contribute to the development of spiritual intelligence in everyday life (Sharma, 2012).

The importance of spiritual intelligence is increasingly recognized within the Indian education system as a key component of holistic development. Educational philosophies inspired by the Gurukul tradition, Mahatma Gandhi, and Rabindranath Tagore emphasize the cultivation of spiritual and moral values alongside intellectual growth (Rao, 2017; Chakraborty, 2018). Reflecting this vision, the National Education Policy (NEP) 2020 advocates an education system that nurtures cognitive, emotional, and spiritual development (Government of India, 2020). Empirical studies further indicate that students engaged in mindfulness, moral education, and value-based learning demonstrate improved academic performance, emotional regulation, and social competence (Srinivasan & Ratna, 2019; Bhargava, 2016).

Methodology

A cross-sectional study was undertaken among secondary students in Meerut, Bareilly and Moradabad district of Uttar Pradesh, India. A total of 900 Adolescent students selected through random sampling method. Data were collected using a questionnaire scale of General well-being by **Dr. Ashok K. Kalia and Ms Anita Deswal** and Spiritual Intelligence scale by **Dr. K.S. Misra**, both the scales consisting of two sections. The first section of the both tools captured baseline information such as age and gender, while the second section employed General well-being Scale and Spiritual Intelligence scale. General well-being scale consisted of four dimensions as Physical, Emotional, Social and School well-being. 69 Items were selected for General Well -being scale in four subscales. The Questionnaire has 38 positive and 31negative items. The Spiritual intelligence Scale consists of 55 items ,30 of positive and 25 of negative items. For the present study, a proportionate stratified random sampling technique was used to select 900 subjects from a total population of Adolescents students, which included 450 boys and 450 girls.

Statistical Analyses

The Data were analysed using ANOVA with Post Hoc Tukey HSD (beta) was utilized to compare General Well-being (GWB) of Adolescents in relation to Spiritual Intelligence based on Gender and Boards. The analysis was conducted on Spiritual Intelligence (Independent variable) through using ANOVA for Gender and Boards difference for



comparing General Well -Being. A significance level of $p < 0.05$ was considered statistically significant.

Hypothesis (H1.0): There is no significant difference in the General Well-Being of Adolescents in relation to Spiritual Intelligence based on gender.

Table 1 Comparison of General well-being of Adolescents in relation to Spiritual Intelligence based on Gender

Source	SS	Df	MS	
Between treatment	10448.78	3	3482.93	F=10.842
Within-treatment	204636.45	637	321.25	
Total	215085.25	640		

Table 1 analysis evaluates numerous groups and finds significant differences between them. The between-treatment sum of squares (SS) is 10,448.78 with three degrees of freedom (df), and the mean square (MS) is 3,482.93. The within-treatment SS is 204,636.45, with 637 degrees of freedom and an MS of 321.25. The entire SS is 215,085.25, with 640 df.

The F-value is 10.842, demonstrating significant variation across groups as opposed to within groups. The f-ratio value is 10.842. The p-value is $<.00001$. The result is significant at $p<.05$.

Table 2 Comparison of General well-being of Adolescents in relation to Spiritual Intelligence based on Gender

Post Hoc Tukey HSD (beta)

Groups of Adolescents Boys and Girls/Spiritual Intelligence	Mean	SD	Q VALUE	p- value	Results
Boys low SI- Boys High SI	M ₁ =169.03 M ₂ =178.49	9.46	6.52	.0003	Significant
Boys low SI- Girls Low SI	M ₁ =169.03 M ₃ =167.71	1.32	0.91	.918	Not Significant
Boys low SI- Girls High SI	M ₁ =169.03 M ₄ =171.33	2.30	1.59	.675	Not Significant
Boys High SI- Girls Low SI	M ₂ =178.49 M ₃ =167.71	10.78	7.43	.000	Significant



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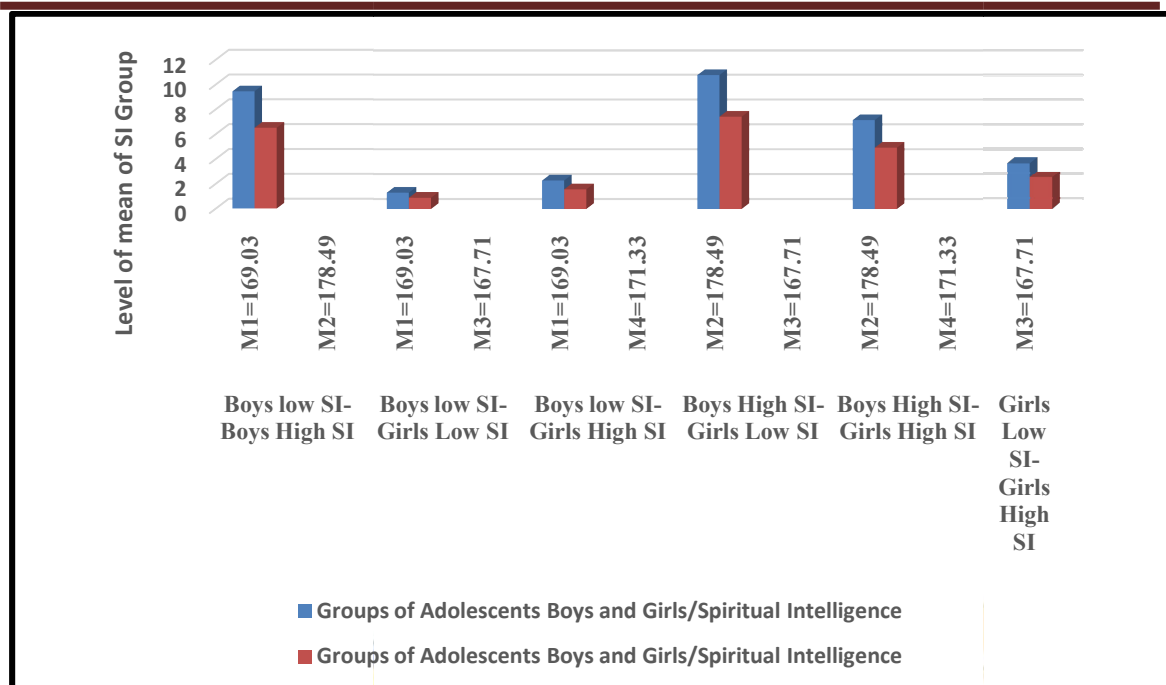
Boys High SI-	$M_2=178.49$	7.16	4.94	.002	Significant
Girls High SI	$M_4=171.33$				
Girls Low SI-	$M_3=167.71$	3.62	2.50	.290	Not Significant
Girls High SI	$M_4=171.33$				

HSD.05=5.2825 Q.05=3.6428

Table 2 examines the differences in General well-being between adolescent boys and girls, who are divided into low and high SI groups. The mean SI score for boys with low SI ($M_1=169.03$), whereas for boys with high SI ($M_2=178.49$). The distinction between these means is statistically significant, with a Q value of 6.52 and a p-value of 0.0003. There is a considerable variation in SI levels between boys with low and high SI. The mean SI score for boys with low SI ($M_1=169.03$), whereas girls with low SI ($M_3=167.71$). The Q value of 0.91 and the p-value of 0.918 indicate that this difference is not statistically significant, suggesting that boys and girls with low SI have comparable SI levels. The mean SI score for guys with low SI ($M_1=169.03$), whereas girls with high SI ($M_4=171.33$). The Q value of 1.59 and p-value of 0.675 suggest that there is no significant difference in SI levels between the two groups.

The mean SI score for boys with high SI ($M_2=178.49$), whereas girls with low SI has a score of ($M_3=167.71$). The Q value of 7.43 and p-value of 0.000 indicate that there is a significant difference in SI levels, with boys having higher SI. The mean SI score for boys with high SI ($M_2=178.49$), whereas girls with high SI ($M_4=171.33$). The Q value of 4.94 and p-value of 0.002 show a significant difference, with boys having greater SI levels than girls. The mean SI score for girls with low SI ($M_3=167.71$), whereas for girls with high SI ($M_4=171.33$). The Q value of 2.50 and the p-value of 0.290 indicate that there is no significant difference in SI levels between girls with low and high SI.

In conclusion, the study finds substantial differences in spiritual intelligence between boys with low and high SI, boys with high SI and girls with low SI, and boys with high SI and girls with high SI. There are no significant differences between boys with low SI and girls with low or high SI, or between girls with low and high SI. The study's findings reveal significant gender and SI level differences, particularly the increased SI observed in boys with high SI compared to other groups.



Graph 1 Comparison of General well-being of Adolescents in relation to Spiritual Intelligence based on Gender

Graph 1 shows significant difference in spiritual intelligence between boys with low and high SI, males with high SI and girls with low SI, and boys with high SI and girls with high SI. There are no discernible differences between boys with low SI and girls with low or high SI, nor between girls with low and high SI. The study's findings show significant gender and SI level disparities, particularly in males with high SI when compared to other groups. Hypothesis ($H_{1.0}$): There is no significant difference in the General Well-Being of Adolescents in relation to Spiritual Intelligence based on gender is rejected.

($H_{1.2}$): There is no significant difference in the General well-being of Adolescents in relation to Spiritual Intelligence based on Board

Table 3 Comparison of General well-being of Adolescents in relation to Spiritual Intelligence based on Board

Source	SS	Df	MS	
Between treatment	10978.88	5	2195.77	F=6.8313
Within Treatment	204106.36	635	321.43	
Total	215085.24	640		



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The ANOVA findings for the treatment groups show that the total sum of squares (SS) is 215,085.24 with 640 degrees of freedom (df). The difference between the treatment groups accounts for a total of squares of 10,978.88 with 5 degrees of freedom, yielding a mean square (MS) of 2,195.77. The within-treatment variation has a sum of squares of 204,106.36 with 635 degrees of freedom, yielding a mean square of 321.43. The computed F-value ratio for this analysis is 6.8313, showing a statistically significant difference between the treatment groups, as this F-value is much larger than what would be predicted by chance alone. The p- value is <.00001. The result is significant at $p < .05$.

Table: 4 Comparison of General well-being of Adolescents in relation to Spiritual Intelligence based on Board (Tukey HSD / Tukey Kramer)

GWB High and Low SI Adolescents Groups	Mean	SD	Q	p-value	Result
UP Board low SI- UP Board high SI	G1=170.73 G2=173.34	2.61	1.54	0.88	Not Significant
UP Board low SI - CBSC Board low SI	G1=170.73 G3=164.39	6.34	3.63	0.10	Not Significant
UP Board low SI - CBSC Board high SI	G1=170.73 G4=172.04	1.309	0.72	0.99	Not Significant
UP Board low SI - ICSE Board low SI	G1=170.73 G5=173.07	2.34	1.09	0.97	Not Significant
UP Board low SI - ICSE Board High SI	G1=170.73 G6=177.14	6.41	3.85	0.07	Not Significant
UP Board high SI - CBSC Board low SI	G2=173.34 G3=164.39	8.95	5.56	0.001	Significant
UP Board high SI - CBSC Board high SI	G2=173.34 G4=172.04	1.30	0.77	0.99	Not Significant
UP Board high SI - ICSE Board low SI	G2=173.34 G5=173.07	0.27	0.13	1	Not Significant
UP Board high SI - ICSE Board High SI	G2=173.34 G6=177.14	3.8	2.49	0.49	Not Significant
CBSC Board low SI- CBSC Board high SI	G3=164.39 G4=172.04	7.645	4.37	0.025	Significant
CBSC Board low SI- ICSE Board low SI	G3=164.39 G5=173.07	8.68	4.18	0.038	Significant
CBSC Board low SI- ICSE Board High SI	G3=164.39 G6=177.14	12.75	8.06	2.74	Significant
CBSC Board high SI	G4=172.04				



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- ICSE Board low SI	G5=173.07	1.03	0.48	0.99	Not Significant
CBSC Board high SI	G4=172.04	5.10	3.05	0.26	Not Significant
- ICSE Board High SI	G6=177.14				
ICSE Board low SI-	G5=173.07	4.07	2.03	0.70	Not Significant
ICSE Board High SI	G6=177.14				

The Table compares adolescents' General Well-Being (GWB) scores across educational boards (UP Board, CBSC Board, ICSE Board) and intellect levels (high SI, low SI). Each comparison contains mean scores (Mean), standard deviations (SD), and statistical test findings (Q and p-value). The p-value indicates the importance of the differences, with a 0.05 edge.

Most comparisons show no significant differences in GWB scores, as indicated by p-values above 0.05. However, four comparisons reveal significant differences:

UP Board high SI vs. CBSC Board low SI ($p = 0.001$)

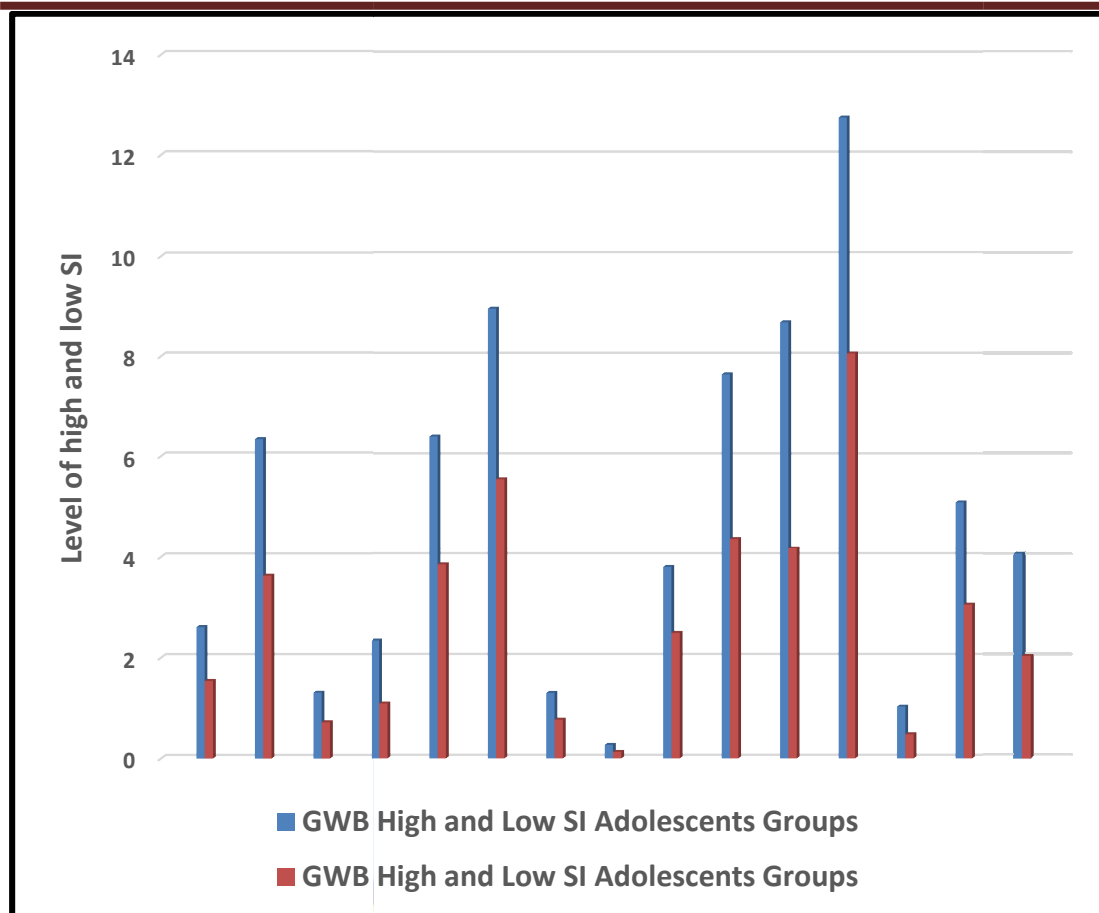
CBSC Board low SI vs. CBSC Board high SI ($p = 0.025$)

CBSC Board low SI vs. ICSE Board low SI ($p = 0.038$)

CBSC Board low SI vs. ICSE Board high SI ($p = 2.74$)

These findings suggest that students with low SI in the CBSC Board have notably different GWB scores compared to those with high SI and students in other boards.

Most comparisons across groups reveal no significant differences in GWB scores (p -values greater than 0.05), indicating that the differences in well-being between these groups are not statistically significant. Notably, the comparisons between UP Board high SI and CBSC Board low SI ($p = 0.001$), CBSC Board low SI and CBSC Board high SI ($p = 0.025$), CBSC Board low SI and ICSE Board low SI ($p = 0.038$), and CBSC Board low SI and ICSE Board high SI ($p = 2.74$) reveal significant differences, implying that students with low SI in the CBSC Board have significantly different General well-being scores compared to their high SI counterparts and those in other boards.



Graph 2 Comparison of General well-being of Adolescents in relation to Spiritual Intelligence based on Board

Graph 2 shows that areas where student well-being differs greatly according to educational board and intelligent level, whereas most other comparisons indicate similar levels of well-being across groups. Therefore, Hypothesis (H_{1.2}) There is no significant difference in the General well-being of Adolescents in relation to Spiritual Intelligence based on Board is partially rejected.

Results

The findings revealed significant differences in adolescents' General Well-Being (GWB) based on Spiritual Intelligence (SI), gender, and educational board. Accordingly, the first hypothesis (H_{1.0}), which stated that there is no significant difference in adolescents' GWB in relation to SI based on gender, was rejected. Similarly, the second hypothesis (H_{1.2}) was partially rejected, indicating that educational board also influences the relationship between SI and GWB.

Gender-Based Differences in General Well-Being and Spiritual Intelligence

The results showed that boys with high SI (M = 178.49) reported significantly higher GWB than boys with low SI (M = 169.03) (Q = 6.52, $p = .0003$), indicating that greater



spiritual intelligence is associated with better well-being. This finding is consistent with Emmons (2000) and King (2008), who identified spiritual intelligence as an important contributor to psychological adjustment, meaning in life, and overall well-being.

Boys with high SI also demonstrated significantly higher GWB than girls with both low SI ($M = 167.71$) and high SI ($M = 171.33$), whereas no significant differences were observed between boys with low SI and girls or between girls with low and high SI. These findings suggest that gender differences in GWB become more evident at higher levels of spiritual intelligence. Such differences may reflect socio-cultural influences on the development and expression of spirituality and well-being (King, 2008; Tirri, 2011; Piedmont, 1999).

Board-Based Differences in General Well-Being and Spiritual Intelligence

Significant differences were also observed across educational boards ($F = 6.8313$, $p < .00001$), leading to the partial rejection of H1.2. Tukey's HSD analysis indicated that CBSE students with low SI differed significantly from CBSE students with high SI and from ICSE students with both low and high SI. These findings suggest that educational context influences adolescents' well-being through its role in fostering spiritual intelligence. Differences in curricular emphasis on value-based education, ethical learning, and holistic development across educational boards may account for these variations (Ahuja, 2017).

Implications

The findings reinforce spiritual intelligence as an important psychological resource for promoting adolescents' general well-being. Emmons (2000) viewed SI as a set of adaptive abilities that enable individuals to derive meaning and purpose from life, while Zohar and Marshall (2000) emphasized its role in integrating cognitive, emotional, and moral dimensions of personality, thereby enhancing resilience, emotional stability, and decision-making. These theoretical perspectives strongly support the present findings.

The observed gender differences may be interpreted through developmental and socio-cultural perspectives. Although previous studies report mixed findings, cultural expectations and socialization practices influence the development of spirituality, empathy, ethical reasoning, and self-reflection, thereby affecting adolescents' well-being (King, 2008; Tirri, 2011).

The educational environment also plays a vital role in nurturing spiritual intelligence. Schools that promote value-based education, mindfulness, ethical reflection, and social-emotional learning contribute to students' holistic development (Tirri, 2011). These findings are further supported by the National Education Policy (Ministry of Education, Government of India, 2020), which advocates holistic, experiential, and value-oriented education to foster cognitive, emotional, ethical, and spiritual growth.

The present results are consistent with positive psychology and resilience research. Masten (2001) described resilience as "ordinary magic," emphasizing the importance of



internal psychological strengths, while Keyes (2007) argued that flourishing mental health includes positive emotional, psychological, and social functioning beyond the absence of illness. Adolescents with higher SI are therefore more likely to exhibit resilience, optimism, emotional regulation, and healthy interpersonal relationships.

Developmental theories also explain these findings. Erikson (1968) identified adolescence as the stage of identity versus role confusion, whereas Marcia (1980) emphasized exploration and commitment to personal values during identity formation. Spiritual intelligence supports this developmental process by promoting self-awareness, ethical reasoning, reflective thinking, and purpose in life, thereby enhancing psychological well-being.

Ecological theory further supports these results. Bronfenbrenner and Morris (2006) proposed that adolescent development is shaped by interactions between individuals and their environments, while Eccles and Roeser (2011) highlighted schools as important contexts for emotional, social, and moral development. Consequently, supportive school environments can strengthen both spiritual intelligence and general well-being.

Contemporary developmental neuroscience also supports these findings. Steinberg (2005) emphasized that adolescence is characterized by rapid development of self-regulation, higher-order thinking, and moral reasoning. Similarly, Blakemore (2020) highlighted the remarkable plasticity of the adolescent brain, suggesting that this period offers significant opportunities to cultivate empathy, resilience, ethical reasoning, and spiritual intelligence. Overall, the findings corroborate previous empirical and theoretical evidence that spiritual intelligence is a significant predictor of adolescents' emotional stability, resilience, ethical behaviour, and general well-being. The study highlights the need for schools to integrate mindfulness, value education, reflective learning, emotional competence, and ethical decision-making into educational practice. Such initiatives are consistent with the recommendations of the National Education Policy (2020) and contemporary positive psychology approaches that advocate the holistic development of adolescents.

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