

## A REVIEW STUDY OF SPIRITUAL INTELLIGENCE, STRESS AND WELL-BEING OF ADOLESCENTS IN 21<sup>ST</sup> CENTURY

PRATIMA MISHRA<sup>1</sup> & KAMLA VASHIST<sup>2</sup>

<sup>1</sup>Principal, Raghukul Teacher's Training College, Raghuvpur Pura, Bundi, Rajasthan, India

<sup>2</sup>Director, School of Education, Jaipur National University, Rajasthan, India

### ABSTRACT

As we all know that today's adolescents are facing more challenges and opportunities in this age of Google world. To reduce their stress and improve their well-being is very important issue. Emotional intelligence allows us to judge in which situation we are involved and then to behave appropriately within it. Spiritual intelligence allows us to ask if we want to be in this particular situation in the first place. Spiritual Intelligence has a significant influence on the quality of life and success for Adolescents in 21<sup>st</sup> century which needs to be understood.

**KEYWORDS:** Adolescents, Emotional Intelligence, Spiritual Intelligence, Stress, Well-Being

### INTRODUCTION

In the 21<sup>st</sup> century there are three main explosions; population explosion, explosion of knowledge and lastly the explosion of aspirations. During such times, it has become very difficult for us to exist and live our life successfully. Especially, today's adolescents are getting very much affected due to these changes and are facing much higher levels of stress. Academic performance is just one of the many challenges faced by adolescents. The adolescence is known to have its own unique set of problems during which high levels of stress gets manifested in form of emotional tensions, suicide, rebelliousness, destructiveness, non-conformity and defiance.

A medical study by Roemmich et al (2011) suggests that stress may be linked to disease in those who develop certain cardiovascular stress reactivity. Haralson et al (2008) claimed that by engaging in health promotion activities adolescents can improve their sense of well-being related to stress because in this period of life stress is a psychological agent that influence physical and emotional well-being. Rinju George, Baby Shari (2012) found that low emotional intelligent group was high in stress and high emotional intelligent group had low stress. EQ is play very important role in stress management and in physical and psychological well-being.

The much talked concepts these days in psychology are IQ, EQ and SQ, according to Nathawat's (2001) simple definition "a close inspection of these concepts will suggest us that IQ is important for entrance in educational institutions, EQ is essential for success in life and SQ is useful for meaningful life." Agreeing with western authors like Danah Zohar and Ian Marshall they emphasizes that IQ and EQ are an integral part of SQ, Spiritual intelligence is being given a lion's share as it is the most important attribute of human beings while IQ and EQ are viewed as integral part of SQ. The scientific and neuropsychological evidence for SQ has been put forth by identifying a God-spot or a God quotient (GQ) in the human brain. (Persingers M and Ramchandran, V.S 1990). The impact of Spiritual intelligence play very important role to solve the problems faced by adolescents.

## ADOLESCENCE AND PRESENT SCENARIO

Adolescence is the stage of rapid change of an individual's physical, mental, social, moral and spiritual outlook. During this period the body goes through revolutionary changes.

Physical changes and development in an adolescent are closely related with emotional, mental and social development. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. If intellectual, emotional and spiritual intelligence level is high in adolescents they will be able to deal positively with all the aspects of stress and matters related to physical, psychological and emotional well-being. This is also a follow up of the National policy of Education and NCERT's National Curriculum framework (NCF) 2005 to guide the school's curriculum across the country which recognized adolescence education as an important area in school education.

It is startling to note that thirty percent of Indian population (327 million individuals) is in the age group of 10-24 (WHO 2007). The population of adolescents in the age group 15-24 years is 12.4 crores (124,846,890). Out of the 12.4 crores young people in this age group, 6.56 crores (65,632,877) are males, while 5.92 crores (59,213,981) are females. In the age group of 15-19 years are 10.02 crores, out of which 5.4 crores (53,939,991) are males and 4.6 crores (94,627,899) are females (census of India 2001). Future of nation is depending on adolescents and their well-being and hence the causes of stress in this period of life are burning issues for all of us.

According to national survey of child and adolescent well-being (NSCAW) 1997-2013, adolescents' well-being depends on the capacity of their family to nurture and care for them. The vast majority (86%) of adolescents who have received a report of child abuse or neglected remain in home following a maltreatment investigation. This survey is showing the real picture of adolescent stress and their well-being.

MHRD (Oct 2011 working group report) on elementary education and literacy 12<sup>th</sup> five year plan (2012-2017) emphasizes on adolescent education and providing good programs, practical recommendations and proposed financial outlay for adolescence well-being.

Stress is a psychological agent that influences physical and emotional well-being (Lazarus & Folkman 1984). According to (Reddy, Poornima 2011) there is a significant negative relationship between emotional intelligence and stress. But wait there is more, now we have spiritual intelligence (SQ) while cognitive intelligence (IQ) allows us to think and emotional intelligence (EQ) helps us relate. Spiritual intelligence (SQ) allows us to do both these things during times of rapid change. IQ & EQ were sufficient in a relatively static world. SQ provides the linkage in times of paradigm shift and chaos. Those with high SQ have the capacity to question and think creatively, change the rules, work effectively in changing situations by playing with the boundaries, break through obstacles and being innovative. SQ encourages us to see the bigger picture to be co-creator of the world in which we live. Thus in the age of adolescence all three intelligences play an important role. For the better future of our nation our adolescents' SQ is more important than IQ and EQ.

## ADOLESCENTS STRESS AND WELL-BEING

### Stress

In simplest language it can be described as the lack of mental and physical well-being caused by unhappy situations or stimuli not under our control. It can also be defined as a state of imbalance between demands made on us from

outside sources and our capabilities to cope with them. There are five levels of stress - Very high stress, High stress, Moderate stress, Low stress, Very low stress.

### **Well - Being**

Well - being as a construct refers to the harmonious functioning of the physical as well as psychological aspects of the personality, giving satisfaction to the self and benefit to the society.

Health and wellness have four characteristics. Firstly, being able to function and do what they wanted to do. Secondly, being independent or self-determining. Thirdly, having both a physical and emotional state of well - being and lastly absence of pain. Thus factors defining health and wellness seem to centre on the ability of self-care and control of one's life. Health, intervention strategies include general well - being promotion related to eating healthy, taking care of one self and accessing social support.

Saini, S.K and Gill T.K. (2007) focus on the transitional period from childhood to adulthood i.e. preteens and teenage which is known as adolescence, various issues of this period of stresses and strains which must taken care of by parents, teachers and society at large have been discussed. These include physiological, mental and academic psychological and behavioral issues. The strategies to be adopted by teachers and parents to help the students to overcome these problems have also been suggested. In the study of Kumari L, Roy R. K, Thakur S. N and sultanic M.K (2012) an attempt has been made to see the mental health status and adjustment problem of adolescents. A sample of 100 adolescents residing in Darbhanga city of Bihar were taken from different areas and were administered of mental health and adjustment inventory. It is revealed that boys had greater emotional stability, adjustment than girls.

A significant positive relationship indicates that the four problems are interrelated with each other, disturbance or imbalance in one area will disturb and create adjustment problem in other areas also. Gender differences exist will affect various aspects of mental health. In the studies of Davoudi G & Kumar V. G. (2011) prevalence of DSM Diagnostic-oriented emotional and behavioral problems among male and female adolescent students in south India has been highlighted. The sample was composed of 1142 adolescents aged between 11 to 18 years (467 boys and 675 girls) randomly drawn from 5 schools and 2 colleges located in Mysore city (south India).

The study had shown a high level of prevalence of affective and conduct disorders among south Indian adolescents. Moderate prevalence of anxiety and somatic problems existed and the study also showed a high prevalence of behavioral and emotional problems among males than females. Sinha and Kapur (2001) carried out research on randomly selected 685 adolescent boys studying in IX and X standards in five English medium schools in an urbanized sophisticated city i.e. Bangalore is worth mentioning. The tool used were G.H.Q., yourself report, pre-adolescent adjustment scale (PAAS) and interpersonal competence scale teacher which showed more than 8% prevalence of psychological distress and nearly 6% prevalence of emotional disturbance in adolescent boys.

Using similar methodology, same screening measures and sample of similar demographic characteristics were study by Bhola and Kapur (2000).Some studies were carried out to find out the condition of adolescent students in different countries. Ghaderi, A.R. (2011) studies the relationship between self-efficacy and stress among Indian and Iranian students. The sample was selected using random sampling method, 80 Indian and 80 Iranian students from different departments of the university. Main findings of the study are students who had lower levels of self-efficacy had

high stress scores. Indian students had higher stress scores than Iranian students. Gender wise and educational status wise, no significant differences were observed.

Many studies have been taken place related to coping skill and stress management. Kumar, K and Kadhiravan, S works on proactive coping and perceived self-efficacy of college students. This study suggested that if the students are provided the sense of competence through coping skill training programmed, they become more proactive which in turn may prevent many of the stress related problems and dysfunctional coping at the college level. Appropriate coping skills should be taught to the younger students before they experience the damaging effect of perceived stress. Premeela A (2013) studies the skills for stress management at pre-school level. The pre-school stress relief subject (PSSRP) is designed to teach children coping skills early so that will ready to deal with life's stressful events in a healthy manner.

The PSSRP curriculum is divided into six lessons and uses videos, hands on activities and puppets, including copes Bear, the mascot for this model program. After giving experience of this learning almost all parents felt that the program had increased their coping skills for stress reduction in their personal lives. Conclusion of the study is that the impact of stress depends a great deal on our environment, attitudes and thoughts. It is important for adults to provide successful experience for children. It should be based on individual differences and weakness of children. Bhatia Ranjana (2001) found that numerous circumstances outside the control of an individual can cause stress. These can be competition, financial condition, sickness in the family etc.

Though, students can be trained to refuse to let circumstances discourage them they need to be trained to commit themselves to thinking positively and seeing possibilities. They must welcome these outside circumstances as challenges to their creativity and signs to progress. Commitment to an attitude of positive expectancy is the key to a stress free situation. Rathore, Rachna (2011) tried to find out stress management strategies for establishing peace in adolescence. According to her stress affects behavior and confidence level, it creates sleep disturbance and fear of future. In order to manage the stress, first we need to understand how it is currently affecting our physically psychologically, behaviorally, vocationally, then we need to take action to minimize these effects. Some studies found that stress affects teachers as well. Reddy G. L & Poornima P (2011) worked on emotional intelligence and occupational stress of special education teachers working in the schools for hearing impaired children and findings of the study brought out that around 90% of teachers encompass only low and moderate levels of emotional intelligence and more than 80% of special education teachers experience moderate and high level of occupational stress due to various reasons.

Significant negative relationship between emotional intelligence and occupational stress was observed through co-relational studies. PhD thesis of Steven A DE Lazzari (2000 Feb) was; emotional intelligence, meaning and psychological well-being: A comparison between rarely and late adolescence. The goal of this study was to take an exploratory look at emotional intelligence, meaning satisfaction with life and psychological well-being in early and late adolescence. The results of this study replicated same previous researches and also revealed some important additional findings in this area like satisfaction with life, emotional intelligence, personal and psychological well-being in adolescents were all positively related to each other. Students who are higher in emotional intelligence are better able to engage in friendship with a wide range of individuals.

Hasumi T, Absan F, Couper et al (2012) worked on parental involvement and mental well being of Indian adolescents. This study examined the association between parental involvement and mental well being among the

6721 school going adolescents aged 13 to 15 years who participated in India's nationally representative global school based student health survey (GSHS) in 2007. Parental involvement (home work checking, parental understanding of their children's problems and parental knowledge of their children's free time activities) was reported by students to decrease with age, while poor mental health (loneliness, insomnias due to anxiety, and sadness and hopelessness) increased with age. Age adjusted logistic regression models showed that high level of reported parental involvement were significantly associated with a decreased likelihood of poor mental health.

Kathrgh H Jacobsen et al. (2012) studied parental involvement and mental well-being of Indian Adolescents. This study suggest that parental involvement is and impotent factor for positive child mental health for both boys and girls. Health care concerns should encourage parents to be actively involved in their adolescent children's lives, since healthy mental well-being in adolescent plays a key role in positive physical and psychological development. According to National survey of child and Adolescent well-being (NSCAW) 1997-2013 Adolescents well-being depends on the capacity of their family to nurture and care for them.

Caregivers facing multiple difficulties, including intimate partner violence substance abuse, and poor mental health and it challenged to provide the quantity and quality of care that supports healthy child development and negative. The vast majority (86%) of adolescents who have received a report of child abuse or neglect remain in home following a maltreatment stress and strain. Thus we can say that adolescents stress and well-being are negatively co related variable and emotional intelligence play very important role in this period of life.

## **ADOLESCENT'S IQ, EQ AND SQ**

Adolescence is the stage of development between childhood and adulthood representing the period during which a person becomes biologically adult but does not achieves emotional maturity. This period is identified with dramatic changes in the body, along with developments in a person's psychology and academic career. Generally, there is a formal age of maturity.

### **Cognitive Intelligence (IQ)**

Cognitive intelligence is the intellectual ability to reason, have logic, to read, analyze, prioritize and write. For doing these our brain uses the neo cortex and does not use the emotional center of the brain.

### **Emotional Intelligence (EQ)**

According to Slovey & Mayer (1990) Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own emotions, to discriminate among them and to use the information to guide one's thinking and actions.

According to Goleman – Hay/McBer research for success at the highest levels, in leadership positions, emotional competence accounts for virtually the entire advantage.

As we know, it's not the smartest people that are the most successful or the most fulfilled in life. We probably know that people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence or IQ isn't enough on its own to be successful in life. IQ can help us get into college but it's EQ that will help us manage the stress and emotions of sitting our final exams.

### The Four Branches of Emotional Intelligence

**Salovey and Mayer:** Proposed a model that identified four different factors of emotional intelligence: The perception of emotion, the ability to reasoning using emotions, the ability to understand emotion and the ability to manage emotions.

- **Perceiving Emotions:** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
- **Reasoning with Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
- **Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean.
- **Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

**Table 1: Five Dimensions of Emotional Intelligence**

Dimension	Definition	Hallmarks
<b>Self-Awareness</b>	The ability to recognize and understand our moods, emotions and drives, as well as their effect on others.	Self-confidence. Realistic self-assessment. Self-deprecating sense of humor.
<b>Self-Regulation</b>	The ability to control or redirect disruptive impulses and moods. The tendency to suspend judgment – to think before acting.	Trustworthiness and integrity. Comfort with ambiguity. Openness to change.
<b>Motivation</b>	A passion to work for reasons that go beyond money or status. A tendency to pursue goals with energy and persistence.	Strong drive to achieve Optimism, even in the face of failure. Organizational commitment.
<b>Empathy</b>	The ability to understand the emotional makeup of other people. Skill in treating people according to their emotional reactions.	Expertise in building and retaining talented teachers. Cross-cultural sensitivity. Service to students and society.
<b>Social Skill</b>	Proficiency in managing relationships and building networks. An ability to find common ground and build rapport.	Effectiveness in leading change. Persuasiveness. Improved communication between students and teachers.

EQ is actually a large collection of skills. Goleman and Richard Boyatzis have recently grouped these skills into 4 quadrants.

**Table 2: Quadrants of EQ Skills as Presented by Goleman and Richard Boyatzis**

Self Awareness	Other Awareness
• Emotional self-awareness.	• Empathy.
• Accurate self-assessment.	• Organizational Awareness.
• Self-confidence.	• Service Orientation.
Self Management	Relationship Skills
• Emotional Self-Control.	• Developing others.
• Transparency. (honest/trustworthy)	• Inspirational Leadership.
• Adaptability.	• Influence.

Table 2: Contd.,

• Achievement orientation.	• Change catalyst.
• Initiative.	• Conflict management.
• Optimism.	• Teamwork and collaboration.

The research done by Goleman and Boyatzis shows that Self-Awareness skills must be developed before the others can develop. This makes sense if we consider Emotional Self-Awareness. If I don't know when I am angry how can I have Emotional Self Control? How can I have Empathy for your anger? How can I handle conflict appropriately? Research on EQ has left no doubt that these skills are vital for personal, educational and professional success for the students as well as for teachers. EQ is supplement to SQ. EQ & SQ are equally important for students and teachers. Emotional intelligence, when applied to the workplace, involves the capacity to effectively perceive, express, understand and manage emotions in a professional and effective manner at work (Palmer and Stough 2001) Emotional Intelligence involves the ability to perceive, accurately appraise, and express emotions, the ability to access or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

The term Emotional Intelligence encompasses the following five characteristics and abilities - Self awareness, Mood management, Self - motivation, Empathy and Managing relationships.

Following factors are employed to identify emotional intelligence - self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour.

### **Spiritual Intelligence (SQ)**

According to Emmons (2000) the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment is as known as spiritual intelligence.

According to Wigglesworth (2002) Spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation.

According to Stephen Covey (2004) Spiritual intelligence is the central and most fundamental of all the intelligences, because it becomes the sources of guidance for the others.

Five components of spiritual intelligence are as follows:

- The capacity to transcend the physical and material.
- The ability to experience heightened states of consciousness.
- The ability to sanctify everyday experience.
- The ability to utilize spiritual resources to solve problems.
- The capacity to be virtuous.

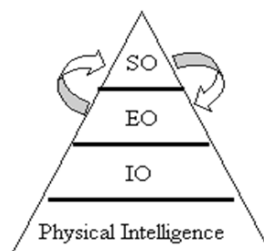
Spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhances their daily functioning and well-being (Amram 2000). On the analysis of five components mentioned above Wigglesworth (2002) have developed twenty one detailed skills of spiritual intelligence.

**Table 3: The 21 Skills of Spiritual Intelligence (SQ)**

S. No	Higher Self/Ego Self Awareness
1	Awareness of own Worldview.
2	Awareness of life purpose (mission)
3	Awareness of values hierarchy.
4	Complexity of inner thought.
5	Awareness of Ego self / Higher Self.
Universal Awareness	
6	Awareness of interconnectedness of all life.
7	Awareness of worldviews of others.
8	Breadth of time / space perception.
9	Awareness of limitations/power of human perception.
10	Awareness of Spiritual laws.
11	Experience of transcendent oneness.
Higher Self/Ego Self Mastery	
12	Commitment to spiritual growth.
13	Keeping Higher Self in charge.
14	Living your purpose and values.
15	Sustaining your faith.
16	Seeking guidance from Spirit.
Social Mastery / Spiritual Presence	
17	A wise and effective spiritual teacher/mentor.
18	A wise and effective change agent.
19	Makes compassionate and wise decisions.
20	A calming, healing presence.
21	Being aligned with the ebb and flow of life.

### Inter-Relationship between EQ and SQ

This simplest model describes four core intelligences. It shows a pyramid to demonstrate the simplest sequence of development. This is a very simple model which is helpful to imagine relation between development of child and development of intelligence (Wigglesworth 2006).

**Figure 1: Vertical Stacking Display of Multiple Intelligences**

The idea of this model is that as babies we first focus on controlling our bodies. Then our linguistic and conceptual skills develop (“IQ”) which are a key focus of our school work. We do some early development of relationship skills, but for many of us emotional intelligence (“EQ”) becomes a focus area only later when we realize we need to improve – usually based on feedback in work relationships. Spiritual intelligence (“SQ”) typically becomes a focus later – as we begin to search for meaning and ask “is this all there is?”

SQ and EQ are related to each other. I believe we need some basics of EQ to even successfully start our spiritual growth. Some degree of emotional self-awareness and empathy is an important foundation. Then, as our spiritual growth unfolds, there would be a strengthening of EQ skills – which would further reinforce and assist the growth of SQ skills.



Every teacher and student should have awareness about this Model and relation between EQ and SQ so that they can use this knowledge for the overall achievement in their life. The word spiritual comes from the latin root “Spirits” which means “breath” referring to the breath of life. It involves opening our hearts and cultivating our capacity to experience awe, reverence and gratitude. It is the ability to see the sacred in the ordinary, to feel the poignancy of life, to know the passion of existence and to give ourselves. Its aim is to bring about greater love and compassion for all people and living things its effect: good physical and mental health.

SQ (Spiritual Intelligence) puts our individual lives in larger context. It provides meaning and purpose in life and allows us to create new possibilities SQ allows us to utilize our IQ and EQ in a unified way to express our gifts in the world that betters not only our life but all beings. Only SQ is capable of thinking beyond the known’s, to link a brand new thought or see a higher truth in a situation. Thus we can say that spiritual intelligence refers to the skills, abilities and behaviours required to develop and maintain a relationship to the ultimate source of all being and succeed in the search of meaning in life. Dimensions of spiritual intelligence are: **1. Inner self 2. The Inter self 3. Bio storia 4. Life perspectives 5. Spiritual actualization 6. Value orientation.** According to these dimensions following factors can be identified - Conviction, Self-Efficacy, Inner Harmony, Forgiveness, Achievement Orientation, Self Actualization, Self Realization, Humane, Just, Generous, Ethical, Privy, Compatible, Altruism, and Optimism.

According to Zohar, Spiritual Intelligence means as:

- Self-Awareness- Knowing oneself and one’s connection with the entire universe.
- Vision & Values Led – or Idealism. Children logically desire to serve as well as the adults. Humanity is defined by one’s vision and values.
- The Capacity to Face and use Adversity- Mistakes and adversity are to be admitted. Learning is gained through pains and misfortune.
- To be Holistic- Perceiving the relevance of things. It upholds awareness and openness in everything.
- Diversity- To succeed in embracing hardships. Ability in seeing and appreciating gifts of oneself from others.
- Field Independence (Courage) – A psychology term that signifies bravery to adjust and to be self-reliant.
- The Tendency to Ask why? – Questions are boundless. In Quantum Physics, questions generate reality.
- The Ability to Re-Frame- Setting things in a considerable sense of perspective.
- Spontaneity- It is rooted from a Latin terminology as response and reliability. It is suitably “sympathetic” to the environment and unaccustomed by fear.

In the study by Chaturvedi Snehlala (2013) emotional stability of intellectually superior, average and dull adolescent boys and girls, the sample consisted of 200 students both male and female of four inter colleges, studying in class XII. Intelligence and emoted stability were found to be positively and significantly correlated on the whole among intellectually superior, average and dull adolescents. The boys and girls did not differ significantly in their personality disintegration. The intellectually superior and average adolescents did not differ significantly in emotional stability but the intellectually superior adolescents were significantly more emotionally stable than the dull adolescents.

Mangal S.K & Mangal S (2012) says that the key to peace and harmony lies in the use of the EQ skills and stress that the use of EQ skills lights the souls and this enlightenment may finally end with the desired harmony and peace in a conflict – ridden situation. After doing case study on two friends qualitative situation on biased data was taken for the study. Sharma P, Darulis C.R and Paramvir (2011) worked on; Is emotional intelligence independent to social intelligence and personality? The sample for the study comprised a total of 137 students from graduate and post graduate level.

Students were drawn randomly from different govt. colleges of Haryana. Passion product moment method of correlation reveals that self awareness has significant association with enervation and openness at one level. Factor analysis suggested over applying of some of the dimensions of emotional intelligence, social intelligence and personality. Some researches have also taken place on teachers. Garg B.P, Lohumi M & Devi M (2011) worked on emotional intelligence and life satisfaction among married and unmarried female teachers of Punjab and found that married teachers are highly emotionally intelligent than unmarried female teachers. Female married teachers with highly emotional reported significantly high life satisfaction.

Emotional intelligence helps the individual to cope with any given situation and make the person well adjusted and psychological balanced, which leads to complete and fully satisfied life. EQ is very important for life satisfaction and success in life, and as we found early that well-being is positively related to life satisfaction. Uma Devi L (2003) worked on relationship between emotional intelligence and locus of control of adolescent's and found out that locus of control was related to two (extra personal skill and stress management) out of the five total components of EQ's components. It is interesting to note that the four dimensions of emotional intelligence self regard in the personal relations, impulse control and optimism were positively and significantly related to locus of control of adolescents.

On critical analysis of standard measures of emotional intelligence and its theoretical background arguing about whether emotional intelligence is new, or a traditional concept, we find it useful and interesting to consider how it is important for effective performance at work. Now the concept has got a considerable body of research suggesting about person's ability to perceive, identify and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. Furthermore, as the pace of change increases and world of work make ever greater demands on a person's cognitive, emotional and physical resources, this particular set of ability will become increasingly important.

So now it is very clear that how the measures are important to evolve and develop this concept (Joshith V.P 2011). Mishra, P studied the impact of emotional intelligence on life skills, self concept and academic achievements of life skills, self concept and academic achievement of senior secondary students studying in government schools separated in rural and urban areas of the district Jaipur Rajasthan. The random cum cluster sampling technique were used. The influence of EI is found on overall life skills self concept and academic achievement of the total group. With regards to relationship between EI and life skills no study was not at temped earlier. The impact of EI was not seen on creative thinking skill dimension of life skills. Total sample showed impact of EI on its academic achievement but group wise it was not seen except urban students and girls students of the study.

The research suggests that there should be an arrangement in school to help students who are suffering down some emotional problems and clinical psychiatrist visits may be scheduled. Many studies have been taken place on emotional intelligence of adolescent students but on spiritual intelligence more research is required. The objective of the

study by Singh, T. and Singh A. (2011) was to examine the mental health of senior secondary school students in relation to spiritual intelligence, gender and religion. The study sample comprised of 934 adolescent students from different schools affiliated to Punjab school education Board.

Data were collected by using spiritual intelligence scale. By employing 3 x 2 x 2 factorial design of ANOVA results showed that mental health of senior secondary school students with high and average spiritual intelligence was better than senior secondary school students with low spiritual intelligence. The influence of interactions between spiritual intelligence and gender on mental health was not found where as the influence of interaction between spiritual intelligence and religion between gender and religion and between spiritual intelligence gender and religion was not significant.

Very few studies have been taken place on IQ, EQ and SQ. Singh, T, Singh A (2012) study examined the relationships between spiritual intelligence (SI) Emotional intelligence (EI) and cognitive intelligence (CI), and role of genders in these relationships, 471 student-teachers (average age was 23.56 years) studying in colleges of education affiliated to GURU NANAK DEV UNIVERSITY, AMRITSAR (PUNJAB) participated in the study; of them 172 were male and 299 were female. It was found that for males only the correlation between CI and SI was positive and significant and between CI and EI, and SI and EI it was low/negative, but not significant. Whereas for females all correlation (between CI and EI; CI and SI; and EI) were positive and significant for total. The correlations between SI and EI; CI and EI and CI and SI were positive (very low to moderate) and significant. Male and female student teachers had equal commonness between SI and CI; and SI and EI. But female student teachers had more commonness between CI and EI than male student- teachers out of sixteen dimensions of SI fourteen had positive and significant correlation with CI. Further, most of the inter – correlation of various dimensions of SI with dimensions of EI were positive and significant.

Researches by taking stress, well-being, IQ, EQ and SQ as a variable is very less more researches is required specially in the age of adolescence. David V Prowess, Robert J Cramer, Joshua M Grub (2007) Study the variable spirituality, life stress, and affective well-being, this study sought to contribute to this line of inquiry by investigating the role of life stress, spiritual life integration (SI) and social justice commitment (SJC) in predicting affective well-being. The school of Education of Stanford university, Canada (2012) study had gives practical impactions in educational controls, that thinking style rises related to spiritual intelligence therefore it is recommended to recognize and reinforce the style which were closely associated with spiritual intelligence and suggested that a new subject called training SI is required to be added to students syllabus. And more researches in future is required to investigate the relation on between SQ and other aspect of intelligence and adolescent's stress and well being.

## CONCLUSIONS

By reviewing earlier researches it is found that both variables stress and well-beings of adolescent's students are negatively co-related with each other and it is also affected by IQ, EQ and SQ. Reviewing the literature showed that, spiritual intelligence can improve with training. Adolescence is an important period for spiritual intelligence training and gratitude as a subscale in SQ has ability to increase that fortunately, many individuals have described specific exercises to promote gratitude.

As a sort of intelligence, spirituality extends the psychologist's conception of spirituality and allows its association with rational cognitive processes like goal achievement and problem resolution. The spiritual intelligence provides a general basis for the individual to be able to consider his seeking for goals and meaning in life, and to move in

the direction of the aims which are personally meaningful. It aids the individual in directing his/her concerns to the wider image and in focusing, consciously, his/her activities in a context that is wider.

## REFERENCES

1. Allport, G. W. (1950). *The individual and his religion*. New York: Macmillan
2. Avenevoli, S., & Steinberg, L. (2001). The continuity of depression across the adolescent transition. In H. W.
3. Amram, Yosi (August 2007). The seven dimensions of spiritual intelligence: Paper presented at the 115th Annual Conference of the American Psychological Association, San Francisco, CA.
4. Amram, Yosi (2009). The contribution of emotional and spiritual intelligences to effective business leadership. Unpublished doctoral dissertation, Institute of Transpersonal Psychology, Palo Alto, CA.
5. Bowell, R.A.(2005). *The steps of spiritual intelligence*, Nicholes Brealey, UK.
6. Binet. A. & Simon, T. (1916). *The development of intelligence in children: (the Binet-Simon scale)*. Baltimore, MD: Williams and Wilkins Company.
7. Chapman, M. (2001). *The emotional intelligence pocketbook*. Arlesford, UK: Management Pocketbooks.
8. Costello, EJ, Erkanli, A, Fairbank, JA, & Angold, A (2002). The prevalence of potentially traumatic events in childhood and adolescence. *Journal of Traumatic Stress*, 15, 99-112.
9. Deslauriers, D. (2000). Dreamwork in the light of emotional and spiritual intelligence. *Advanced Development*, 9,105-122.
10. Edward C.A. (2003). Response to the Spiritual Intelligence Debate: Are Some Conceptual Distinctions Needed Here?, *The international journal for the psychology of religion*, 13(1), 49-52.
11. Elmer, Lori, MacDonald, Douglas, & Friedman, Harris. (2003). Transpersonal psychology, physical health, and mental health: Theory, research and practice. *Humanistic Psychologist*, 31, 159-181.
12. Emmons A. R. (2000). Spirituality and Intelligence: Problems and Prospects. *The international journal for the psychology of religion*, 10(1), 57-64.
13. Emmons, R. A. (1999). *The psychology of ultimate concerns: Motivation and spirituality in personality*. New York: Guilford.
14. Emmons, R. A. (2000). Is spirituality an intelligence? *The International Journal for the Psychology of Religion*, 10, 1-26.
15. Emmons, R.A. (2000). Is spirituality an intelligence? *The International Journal for the Psychology of Religion*. 10:27-34.
16. Erikson, Erik H. (1950). *Childhood and Society*. New York: Norton.
17. Erikson. E. H. (1969). *Gandhi's truth*. New York: W.W. Norton.

18. George, L., Larson, D., Koenig, H., & McCullough, M. (2000). Spirituality and health: What we know and what we need to know. *Journal of Social and Clinical Psychology*, 19, 102–116.
19. Goleman, D. (1995). *Emotional Intelligence*. Bantnam, New York
20. Gardner, H., & Hatch, T. (1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), 4-9.
21. Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. London: Bloomsbur.
22. Goleman, D. (1998). *Working with emotional intelligence*. London: Bloomsbury
23. Gardner, Howard, (January 2000) A case against Spiritual Intelligence, [the international journal for the psychology of religion](#), Volume 10, Issue 1, pp. 27-34
24. Hankin, B.L., & Abramson, L.Y. (2001). Development of gender differences in depression: An elaborated cognitive vulnerability-transactional stress theory. *Psychological Bulletin*, 127, 773-796.
25. Kat and kahn(1978). *The social psychology of organizations* 2<sup>nd</sup> edition 838 p. Wiley and sons; New York.
26. Kass, J., Friedman, R., Leserman, J., Zuttermeister, P., & Benson, H. (1991). Health outcomes and a new index of spiritual experience. *Journal of the Scientific Study of Religion*, 30, 203-211.  
[www.ccsenet.org/ijps](http://www.ccsenet.org/ijps) International Journal of Psychological Studies Vol. 2, No. 2; December 2010  
188 ISSN 1918-7211 E-ISSN 1918-722X
27. Maslow, A. H. (1943) A theory of human motivation, In R. J. Lowry (1973) *dominance, self-esteem, self-actualization: Germinal papers of A.H. Maslow* (pp. 153-173). Belmont, California: Wadsworth Publishing Company, Inc.
28. MacDonald, D.A. and Holland, D. (2003). Spirituality and the MMPI-2. *Journal of Clinical Psychology*, 59(4):399–410.
29. Machovec, F. J. (2002). *Spiritual intelligence: Behavioural sciences and the humanities*. Lewiston, N.Y.: Edwin Mullen Press.
30. Mayer, J. (2000). Spiritual intelligence—or spiritual consciousness? *The International Journal for the Psychology of Religion*, 10, 47–56.
31. Nasel, Dagmar Dasha. (2004). *Spiritual orientation in relation to spiritual intelligence: A new consideration of traditional Christianity and New Age/individualistic spirituality*. Doctoral Dissertation, University of South Australia: Australia.
32. Noble, E.P. (2000). The DRD2 gene in psychiatric and neurological disorders and its phenotypes. *Pharmacogenomics*, 1:309–333.
33. Palmer, B. R., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership, *Leadership and Organisational Development Journal*, 22, 5-10.

34. Salovey, P., & Mayer, J.D. (1990). Emotional intelligence, imagination. *Cognition and Personality*, 3(3), 185–211.
35. Seybold, K. S., & Hill, P. C. (2001). The role of religion and spirituality in mental and physical health. *Current Directions in Psychological Science*, 10, 21–24.
36. Sinetar, M. (2000). *Spiritual intelligence. What we can learn from the early awakening child*. Maryknoll, NY: Orbis Books.
37. Sisk, D.A., and Torrance, E. P. (2001). *Spiritual Intelligence: Developing Higher Consciousness*. Buffalo, NY. Creative Education Foundation.
38. Thorndike, Edward (1932), *the fundamentals of learning*, AMS press Inc.
39. The Economic Times (Dec 10, 2010) Emotional intelligence: India's changing organisational culture Dibeyendu Ganguly, ET Bureau.
40. Vaughan, F. (2003): What is Spiritual Intelligence? *Journal of Humanistic Psychology*, Sage Publications. Vol. 42, No. 2. 16-33.
41. Wayne Leon Payne (1985) **A study of emotion: developing emotional intelligence**; self-integration; relating to fear, pain and desire, the union for experimenting colleges and universities.
42. Wigglesworth, Cindy (August 2006) "Why Spiritual Intelligence is Essential to Mature Leadership", *Integral Leadership Review* Volume VI, No. 3.
43. Wigglesworth, Cindy, (2006) Why Spiritual Intelligence is essential to mature leadership? (Pg 1 of 17)
44. Wigglesworth, Cindy (2012). *The 21 Skills of Spiritual Intelligence* New York: Select Books, p.7
45. Wechsler, David (1939). *The Measurement of Adult Intelligence*. Baltimore (MD): Williams & Witkins.
46. Wolman, R. (2001). *Thinking with your soul: Spiritual intelligence and why it matters*. Harmony Books, New York, 288pp.
47. Zohar and Marshall. (2000). *SQ: Spiritual intelligence: The ultimate intelligence*. London: Bloomsbury.

21st century witness sequential and rapid changes, in values system and of the family style, from joint to nuclear family in which adolescents are becoming more psychological alienation and lonely, that led to a change in the role of parents, and the ways they are raised for their children. Emotional insecurity is often threatened by the stress of rapid social, political and technological changes that threaten its identity. For this reason, it is necessary to identify the reasons that affect the psychological security of adolescents. According to the above, is parent's spiritual intelligence can predict adolescents psychological safety? spiritual intelligence and psychological safety of adolescents due to the work of parents or not work.

2. Methodology. 2.1. Population and Sample. Keywords : Adolescents; Emotional Intelligence; Spiritual Intelligence; Stress; Well-Being; Source : Download Find it from : Google Scholar.

Abstract. As we all know that today's adolescents are facing more challenges and opportunities in this age of Google world. To reduce their stress and improve their well-being is very important issue. Spiritual Intelligence has a significant influence on the quality of life and success for Adolescents in 21st century which needs to be understood. Other Latest Articles. Avifauna of chandrampalli dam, chincholi, gulbarga district karnataka. Experimental study on effect of sugar powder on strength of cement. Adolescents stress and well-being. Stress In simplest language it can be described to the as lack of mental and physical wellbeing caused by unhappy situations or stimuli not under our control. It can also be defined as a state of imbalance between demands made on us from. Index Copernicus Value: 3.0 - Articles can be sent to editor@impactjournals.us. A Review Study of Spiritual Intelligence, Stress and Well-Being of Adolescents in 21st Century. 13. outside sources and our capabilities to cope with them. There are five levels of stress - Very high stress, High stress, Moderate stress, Low str... Spiritual intelligence is the ability to access deeper meaning and multiple ways of knowing to see and solve or resolve the right problems. Its attributes include: being fully present, operating out of values/purpose, asking the question behind the question, inviting diverse and conflicting views, integrating left and right brain responses into a whole brain approach and moving from I to We. I believe these elements are at the core of what 21st century leadership requires. To get us there, we need to be open to, and develop, the practices and ways of mindful listening, seeing and connecting that allow our brains to rewire. Gael O'Brien, a Business Ethics Magazine columnist, is a consultant, executive coach, and presenter focused on building leadership, trust, and reputation.