
A STUDY OF THE RELATION BETWEEN WELL-BEING AND SPIRITUAL INTELLIGENCE OF ADOLESCENT STUDENTS

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Abstract: *This study explores the relationship between well-being and spiritual intelligence among adolescent students. As the developmental stage of adolescence is marked by significant physical, emotional, and cognitive changes, understanding the factors that contribute to their well-being is crucial. Spiritual intelligence, which involves the ability to apply and embody spiritual resources and qualities in practical ways, is hypothesized to be a key factor influencing adolescents' well-being. A sample of 300 adolescent students from various schools was surveyed using standardized instruments to measure their levels of well-being and spiritual intelligence. Well-being was assessed through indicators such as emotional stability, life satisfaction, and social functioning, while spiritual intelligence was evaluated based on dimensions like self-awareness, transcendence, and the ability to utilize spiritual resources.*

The findings reveal a positive correlation between well-being and spiritual intelligence among adolescents. Higher levels of spiritual intelligence are associated with greater emotional stability, higher life satisfaction, and improved social relationships. These results suggest that fostering spiritual intelligence in educational settings may contribute significantly to the overall well-being of students.

The study concludes by recommending the integration of spiritual intelligence development programs into the school curriculum, as well as further research to explore the long-term benefits of such interventions. This research highlights the importance of a holistic approach to education that nurtures not only the intellectual but also the spiritual dimensions of students' lives.

Keywords: *Spiritual intelligence, adolescents, well-being, and adolescents' well-being.*

Introduction:

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 and to know the passion of existence. It aims to bring about greater love and compassion for all people and living things its effect, good physical and mental health.

"It is the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment. (Emmons 2000).

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

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

Five components of Spiritual Intelligence are as follows:

1. The capacity to transcend the physical and material aspects.
2. The ability to experience heightened states of consciousness.
3. The ability to sanctify everyday experience.
4. The ability to utilize spiritual resources to solve problems.
5. The capacity to be virtuous.

On the analysis of five components mentioned above Wigglesworth (2002) have developed twenty-one detailed skills of spiritual intelligence which are as follows: -

Table

The 21 Skills of Spiritual Intelligence (SQ)

Higher Self/Ego Self Awareness	Universal Awareness
1. Awareness of own worldview	6. Awareness of interconnected-ness of all life.
2. Awareness of life purpose (mission)	7. Awareness of worldviews of others.
3. Awareness of values hierarchy	8. Breadth of time/space perception
4. Complexity of inner thought	9. Awareness of limitations/power of human perception.
5. Awareness of Ego self/Higher self	10. Awareness of spiritual laws.
	11. Experience of transcendent oneness.
Higher Self/Ego Self Mastery	Social Mastery/ Spiritual Presence
12. Commitment to spiritual growth.	17. A wise and effective spiritual teacher/mentor.
13. Keeping Higher self in charge	18. A wise and effective change agent.
14. Living your purpose and values.	19. Makes compassionate and wise decisions.
15. Sustaining your faith	20. A claiming, healing presence.
16. Seeking guidance from Spirit	21. Being aligned with the ebb and flow of life.

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.

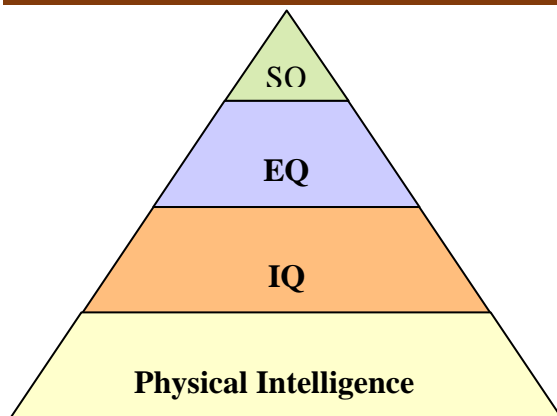


Figure: Vertical Stacking display of multiple intelligence

(Source: Wigglesworth 2006)

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 2007). Both Spiritual Intelligence and emotional Intelligence complement each other. Both these intelligences are especially relevant in present era of materialism where values are receding to background. Hence, all the more reasons for its inculcation in teachers and students who will form future's society.

Adolescents And Their Well-Being:

Well-being is a good and satisfactory condition of existence. It is a state characterized by health, happiness, and prosperity.

Well-being is probably one of the most important aspects of human beings and the state of well-being can be attained in terms of a healthy body with a healthy mind.

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 society (Siwach 2000).

Well-being has been defined as encompassing peoples cognitive and effective evaluations of their lives (Karatzia's of all, 2006) well-being has been interchangeably used with health and quality of life. In general well-being main emphasis is given to the health because health is the general condition of a person in all aspects it is a level of functional and metabolic efficiency of an organism, often simplicity human.

Health and wellness have four characteristics being able to function and do what they wanted to do being independent or self- determining, having both a physical and emotional state of well-being and an absence of pain. Thus, factors in defining health and wellness seemed to center 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.

World Health Organization (1948) defined health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". Well-being is connotative as harmonious satisfaction of once desire and goals (Che cola 1975). It has

been also defined as a dynamic state characterized by a reasonable amount of harmony between individual's abilities, needs and expectation and environmental demands of opportunities (Levi 1987). Well-being is the subjective feelings of contentment, happiness satisfactions with life's experiences and one's role in the world of work, sense of achievement, utility belongingness and no distress dissatisfaction or worry etc. (Shek, 1997) Sastra, Ferriore (2000) Vanwel, Liasson and Abana, (2000) showed that various factors affect the level of well-being.

The term quality of life is used to evaluate the general well-being of individual and societies. Quality of life should not be confused with the concept of standard of living, which is based primarily on income. Instead, standard indicators of the quality of life include not only wealth and employment, but also the built environment, physical and mental health, education, recreation and leisure time and social belongingness (http://en.wikipedia.org/wiki/Quality_of_life) Judgments of well being are irreducibly subjective and that the meaning and content of the terms used seem to fluctuate, depending on who is using it and why it is being used (Dhar, Sen and Basu 2010).

Adolescence is known as a problem period when adolescents face many issues like physical, intellectual, psychological, emotional behavioral and social and thus their wellbeing can be classified as:

1. Physical well being
2. Emotional well being
3. Social well being
4. School well being

According to the 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 neglect remain at home following a maltreatment investigation. This survey shows the real picture of adolescent stress and their Well-being.

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

Objectives:

1. To study the relationship between well-being and SQ of adolescent students.
2. To study the relation between wellbeing and SQ of male group adolescent students.
3. To study the relation between wellbeing and SQ of female group adolescent students.
4. To study the relationship between well-being and SQ of Arts group adolescent students.
5. To study the relation between well-being and SQ of Science group adolescent students.

Hypothesis:

1. There is no significant correlation between the wellbeing and SQ of adolescent students.
2. There is no significant correlation between wellbeing and SQ of male group adolescent students.

3. There is no significant correlation between wellbeing and SQ of female group adolescent students.
4. There is no significant correlation between wellbeing and SQ of Arts group adolescent students.
5. There is no significant correlation between wellbeing and SQ of Science group adolescent students.
- 6. VARIABLES OF THE STUDY:**
7. In this study Independent and dependent variables are mentioned below-

Independent Variables	Dependent Variables
Spiritual Intelligence (SQ)	The well-being of adolescent students

OPERATIONAL DEFINITIONS

Adolescence:

Adolescence is the stage of development between childhood and adulthood representing the period during which a person becomes biologically adult but does not achieve emotional maturity. This period is identified with dramatic changes in the body, along with developments in a person's psychology and academic career. In this study researcher has taken XIth Class Students as a sample with an average age of 15 to 16 years which comes under adolescence.

Wellbeing:

Well-being is probably one of the most important aspects of human beings. 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 society. Wellbeing has been defined as encompassing people's cognitive and affective evaluations of their lives.

Spiritual quotient (SQ):

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.

Delimitation Of Study:

- This research study includes Adolescent students of Class XI and XII.
- This research study was conducted only on 390 adolescent students.

The area of the research study was Bareilly City in Uttar Pradesh.

Hypothesis No. 1

There is no significant correlation between the Well-being and Spiritual intelligence of adolescent students.

To analyze this Hypothesis, the correlation between the well-being and SQ of adolescent Students (N=390) was evaluated which is summarized in the mentioned Table - 1(a)

Table-1(a)

Correlation between Well-being and Spiritual Intelligence of adolescent students.

Variables	Mean	Co-efficient of Correlation “r”
Spiritual intelligence	97.41	0.117*
Wellbeing	174.73	

N=390

* Indicates the level of significance d.f. 390 (table value. 09, p <.05)

** indicates the level of significance d.f. 390 (table value .12, p <.01)

Table 1(a) shows that well-being was positively and significantly co-related to Spiritual intelligence ($r=0.117$, $p<.05$). Hence our Null Hypothesis is rejected. This interpretation is further clarified by evaluating the correlation between well-being and various dimensions of SQ of adolescent students in the succeeding paragraphs.

Table=1(b)

Correlation between Well-being and Dimension of Spiritual Intelligence of adolescent students

Variables	Mean	Co-efficient of Correlation “r”
Self/Self-awareness	23.24	0.067
Wellbeing	174.73	
Universal awareness	24.25	0.136**
Wellbeing	174.73	
Self/Self Mastery	23.40	0.044
Wellbeing	174.73	
Spiritual presence	23.10	0.140**
Wellbeing	174.73	

N=390

* Indicates level of significance d.f.390 (table value.09, p <.05)

** indicates the level of significance d.f. 390 (table value .12, p <.01)

Table 1(b) shows that universal awareness ($r=0.136$, $p<.01$) and Spiritual presence ($r=0.140$, $p<.01$) **dimensions** of SQ are positively and significantly correlated to the well-being of adolescent students although it is not significantly co-related to self-awareness and self-mastery.

Hence, it was found that there is a positive and significant correlation between well-being and Spiritual Intelligence SQ of adolescent students ($r =0.117$) at level 0.05, and thus null hypothesis is rejected.

Hypothesis No. 2

There is no significant correlation between the Well-being and Spiritual intelligence of the male group of adolescent students.

In order to analyze this Hypothesis, the correlation between well-being and SQ of male group adolescent Students (N=195) was evaluated which is summarized in the under mentioned Table -2(a)

Table-2(a)

Correlation between Wellbeing and Spiritual Intelligence of Male Group

Variables	Mean	Co-efficient of Correlation “r”
Spiritual intelligence	94.51	0.132
Wellbeing	172.53	

N=195

* Indicates level of significance d.f.195 (table value.14, p <.05)

** indicates the level of significance d.f. 195 (table value .18, p <.01)

In Male group adolescent students, table 2(a) shows that Male group adolescent students were not significantly co-related to Spiritual intelligence. Hence our Null Hypothesis is accepted. This interpretation is further clarified by evaluating the correlation between well-being and various dimensions of SQ of male group adolescent students in the succeeding paragraphs.

Table-2(b)

Correlation between Well-being and Dimension of Spiritual Intelligence of male group

Variables	Mean	Co-efficient of Correlation “r”
Self/Self-awareness	22.59	0.134
Wellbeing	172.53	
Universal awareness	23.78	0.159*
Wellbeing	172.53	
Self/Self Mastery	22.56	0.079
Wellbeing	172.53	
Spiritual presence	22.21	0.028
Wellbeing	172.53	

N=195

* Indicates level of significance d.f.195 (table value.14, p <.05)

** indicates the level of significance d.f. 195 (table value .18, p <.01)

Table 2(b) for male group adolescent students, shows that Well-being was positive and significantly co-related to only one dimension. Universal awareness ($r=0.159$, $p<.05$) of Spiritual Intelligence. However, it was found that it is not significantly correlated with the other four dimensions of Spiritual Intelligence.

Hence, it was found that there is no significant correlation between well-being and Spiritual Intelligence SQ of male group adolescent students ($r =0.132$) thus null hypothesis is accepted.

Hypothesis No-3

There is no significant correlation between Well-being and Spiritual intelligence (SQ) of Female group adolescent students.

To analyze this Hypothesis, the correlation between well-being and SQ of female group adolescent Students (N=195) was evaluated which is summarized in the mentioned Table -3(a)

Table-3(a)

Correlation between Wellbeing and Spiritual intelligence (SQ) of Female Group

Variables	Mean	Co-efficient of Correlation “r”
Spiritual intelligence	100.32	0.069
Wellbeing	174.60	

N=195

* Indicates level of significance d.f.195 (table value.14, $p <.05$)

** indicates the level of significance d.f. 195 (table value .18, $p <.01$)

In Female group adolescent students, table 3(a) shows that well-being was not significantly co-related to Spiritual intelligence ($r = 0.069$). Hence our Null Hypothesis is accepted. This interpretation is further clarified by evaluating the correlation between well-being and various dimensions of SQ of female group adolescent students in the succeeding paragraphs.

Table-3 (b)

Correlation between Wellbeing and dimension of Spiritual intelligence (SQ) of Female Group

Variables	Mean	Co-efficient of Correlation “r”
Self/Self-awareness	23.90	0.019
Wellbeing	174.60	
Universal awareness	24.73	0.137
Wellbeing	174.60	
Self/Self Mastery	24.25	-0.010
Wellbeing	174.60	
Spiritual presence	24.00	0.040
Wellbeing	174.60	

N=195

* Indicates level of significance d.f.195 (table value.14, $p < .05$)

** indicates the level of significance d.f. 195 (table value .18, $p < .01$)

Table 3 (b) shows that Spiritual intelligence was not significantly co-related to all dimensions of Spiritual intelligence of female group adolescent students.

Hence, it was found that there is no significant correlation between the wellbeing and Spiritual Intelligence of female group adolescent students and thus null hypothesis is accepted.

Hypothesis No. 4

There is no significant co-relation between the Well-being and Spiritual intelligence (SQ) of Arts group adolescent students.

In order to analyze this Hypothesis, the correlation between well-being and SQ of arts group adolescent Students (N=195) was evaluated which is summarized in the under mentioned Table -4 (a)

Table-4 (a)

Correlation between Wellbeing and Spiritual Intelligence SQ of Arts group

Variables	Mean	Co-efficient of Correlation “r”
Spiritual intelligence	95.13	0.154*
Wellbeing	172.40	

N=195

* Indicates level of significance d.f.195 (table value.14, p <.05)

** indicates the level of significance d.f. 195 (table value .18, p <.01)

In case of Wellbeing, table 4 shows that Spiritual intelligence and was positively and significantly co-related to Spiritual intelligence SQ (r=**0.165**, p=<.05). Hence our Null Hypothesis is rejected. This interpretation is further clarified by evaluating the correlation between well-being and various dimensions of SQ of arts group adolescent students in the succeeding paragraphs.

Table-4 (b)
Correlation between Well-being and dimension of Spiritual intelligence SQ of Arts group

Variables	Mean	Co-efficient of Correlation “r”
Self/Self-awareness	22.47	0.165*
Wellbeing	172.40	
Universal awareness	23.45	0.149*
Wellbeing	172.40	
Self/Self Mastery	23.34	0.002
Wellbeing	172.40	
Spiritual presence	22.93	-0.003
Wellbeing	172.40	

N=195

* Indicates level of significance d.f.195 (table value.14, $p < .05$)

** indicates the level of significance d.f. 195 (table value .18, $p < .01$)

Table 4 (b) for Arts group adolescent students shows that wellbeing was positively and significantly co-related to two dimensions of Spiritual intelligence i.e. self/self-awareness ($r=0.165$, $p<.05$), universal awareness ($r=0.149$, $<.05$) at different levels.

Hence, it was found that there is a positive and significant correlation between well-being and Spiritual Intelligence in SQ of Arts group adolescent students at .05 level ($r=0.165$) and thus null hypothesis is rejected.

Hypothesis No.5

There is no significant co-relation between the well-being and Spiritual intelligence of science group adolescent students.

In order to analyze this Hypothesis, the correlation between well-being and SQ of science group adolescent Students (N=195) was evaluated which is summarized in the under mentioned Table -5(a)

Table-5 (a)

Correlation between Well-being and Spiritual Intelligence SQ of Science group

Variables	Mean	Co-efficient of Correlation “r”
Spiritual intelligence	99.70	0.154*
Wellbeing	174.73	

N=195

* Indicates level of significance d.f.195 (table value.14, p <.05)

** indicates the level of significance d.f. 195 (table value .18, p <.01)

In Science group adolescent students, table 5 (a) shows that wellbeing was positively and significantly co-related to Spiritual intelligence (r=**0.154**, p=<.05).Hence our Null Hypothesis is rejected. This interpretation is further clarified by evaluating the correlation between well-being and various dimensions of SQ of science group adolescent students in the succeeding paragraphs.

Table-5 (b)

Correlation between Well-being and dimension of Spiritual intelligence of Science Group

Variables	Mean	Co-efficient of Correlation “r”
Self/Self-awareness	24.02	0.058
Wellbeing	174.73	
Universal awareness	25.06	0.207**
Wellbeing	174.73	
Self/Self Mastery	23.47	0.090
Wellbeing	174.73	
Spiritual presence	23.28	0.154*
Wellbeing	174.73	

N=195

* Indicates level of significance d.f.195 (table value.14, $p < .05$)

** indicates the level of significance d.f. 195 (table value .18, $p < .01$)

In Science group adolescent students, table 5(b) shows that Well-being was positively and significantly co-related to two dimensions of Spiritual intelligence i.e. universal awareness ($r=0.207$, $p<.01$), and Spiritual presence ($r=0.154$, $p<.05$), however, It is not significantly co-related to self-awareness and self-mastery.

Hence, it was found that there is a positive and significant correlation between well-being and Spiritual Intelligence SQ of Science group adolescent students at .05 level ($r=0.154$), and thus null hypothesis is rejected.

Findings Of Present Study:

1. It was found that there is a positive and significant correlation between well-being and Spiritual Intelligence (SQ) of adolescent students ($r = 0.117$) at level 0.05.
2. It was found that there is no significant correlation between well-being and Spiritual Intelligence (SQ) of male group adolescent students ($r = 0.132$).
3. It was found that there is no significant correlation between well-being and Spiritual Intelligence (SQ) of female group adolescent students ($r = - 0.069$).
4. It was found that there is a positive and significant correlation between well-being and Spiritual Intelligence (SQ) of Arts group adolescent students at .05 level ($r=-0.165$).
5. It was found that there is a positive and significant correlation between well-being and Spiritual Intelligence (SQ) of science group adolescent students at .05 level ($r=-0.154$).

Educational Implications of the Present Study:

1. Spiritual Intelligence plays a pivotal role in the overall development and well-being of an adolescent hence it is imperative that aspects of the curriculum leading to the development of spiritual Intelligence be identified and included in the curriculum.

2. Spiritually intelligent adolescents will evolve into responsible citizens and good human beings hence parents should deliberately create an environment conducive to the development of spiritual intelligence at home.
3. Spiritually intelligence can be applied to solve specific problems by tapping specific abilities such as using intuition, transcending rationality through synthesis of paradoxes, or in taking a holistic systems perspective to solve problems more globally hence the importance of developing SQ among adolescents.
4. Spiritual intelligence can be applied in every moment of daily life to experience greater meaning and well-being by exercising dimensions and abilities of spiritual intelligence such as mindfulness, presence, and equanimity even in the face of pain and suffering.
5. Adolescent is a stage of life which is called a “stage of stress and storm”. The emotional disturbances are sometimes so intense that usually adolescents become unable to make the right decisions for themselves hence efforts should be made to improve emotional and spiritual intelligence.
6. Adolescents are our country’s future. A country’s well-being is nothing but the wellbeing of its citizens hence there is a requirement of increasing SQ and EQ amongst adolescents apart from only IQ.
7. In the present era, Google and Facebook are just an example of innumerable distractions for adolescents hence the importance of dimensions of spiritual intelligence like self-mastery, and self-awareness play an important role in overall well-being.

Suggestion For Further Research:

Further researches in the following fields are suggested

1. There is also a case in point to carry out studies to evaluate the EQ and SQ of the teachers at various levels.
2. Taking into consideration on the present situation of students, the evaluation system should be examined with its influence on student’s EQ and IQ.
3. The development of programs enhancing spiritual intelligence (SQ) is needed in the field of academics.
4. Further studies can be carried out on the role of parents, home environment, and institutional environment on the EQ and SQ of students.
5. Similar studies with a larger sample can be carried out.
6. The effect of society and the place of sample/data collection can be analyzed for further studies.
7. A case study on students, institutions, or teachers can be carried out by taking all five variables like stress, well-being, IQ, EQ, and SQ.
8. Research tools on spiritual intelligence can be prepared for small children.
9. SQ can be compared with other aspects of personality.
10. A comparative or co-relational study can be done by taking the stress level and well-being of teachers and students.
11. The study can be carried out on spiritual intelligence and its dimensions.
12. A comparative study can be done on the stress coping technique and spiritual intelligence.

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