General Well-Being And Spiritual Intelligence Of Adolescent (Boys And Girls): A Comparative Study

[1]**Geeta Bhasin,** Research Scholar,
[2]**Dr. Anoj Raj,** Professor and Head,
Department of Education**,** Swami Vivekanand Subharti University, Meerut

Abstract: Adolescence marks the crucial period of transition from childhood to adulthood, characterized by significant and rapid changes in both the body and the brain. It is a time when young people engage in healthy exploration of their identities and strive to attain independence. However, the journey through adolescence can also present challenges and stressors due to the abrupt nature of these changes. While adults have all experienced puberty firsthand, it remains vital to comprehend the multifaceted changes occurring both physically and psychologically-emotionally during adolescence. This study sought to explore the dimensions of General Well Being (Physical, Emotional, Social and School well- being) and Spiritual Intelligence of Adolescent based on Gender (Male and Female students). The effect of General well- being in various dimensions and comparing effect of spiritual Intelligence on Adolescent is analyzed on gender basis. This research aims to examine how gender differences influence various aspects of well-being in adolescent and their spiritual Intelligence. The study involved a sample of 900 Adolescents of Higher secondary schools of three districts of UP. Participants completed two scales assessing different dimensions of well-being along with Spiritual Intelligence scale. General Well Being scale assigned by Dr. Ashok K, Kalia and Spiritual Intelligence scale by Dr. K.S. Misra. T-Test is used for data interpretation and comparing of both the gender. The result of the study showed that there is significant difference in General well -being of Adolescent (Boys and Girls) students of three districts but in Spiritual Intelligence no significant difference is found among them based on gender. Emotional well-being and school well- being of boy's adolescent is higher than girls' adolescents.

Keywords: Adolescent, general well-being, spiritual intelligence.

Introduction

Adolescence is a stage of transition from childhood to adulthood, involving changes in biology, thinking, and emotions (Hurlock E., 1981). It typically starts between 10 to 13 years old and ends between 18 to 20 years old. Adolescence is a time of big changes. Puberty, with its surge of hormones and rapid physical growth, is a key part of this transformation (Susman et al., 2003). Alongside these physical changes, there are significant shifts in emotions and thinking. After puberty, teenagers try to figure out who they are on their own, which can be tough (Kroger, 2007). Also, risky behaviours like using drugs, getting into trouble, and being sexually active become more common, especially among boys (Bachman et al., 2002). Adolescence as a phase of dependency and preparation for adulthood has now been reinforced by more recent societal shifts, including economic restructuring, and altering cultural norms about parenting (Goldin & Katz 2008; Settersten et al. 2005).

General well-being in adolescents encompasses emotional, physical, social, and psychological health, which together form the foundation for a fulfilling life. Adolescents' subjective well-being—defined by happiness, contentment, and life satisfaction-plays a crucial role in their overall mental health and ability to adapt socially (Huppert, 2009; Diener, 2012). Emotional regulation and resilience, key components of well-being, are essential for handling life's challenges and achieving academic success (Savage, 2011; Berman,

Weems & Stickle, 2006). Studies show that high well-being in adolescence is associated with positive outcomes in adulthood, including improved physical health, increased productivity, and stronger social connections (Richard, 2011; Deaton, 2008). Additionally, supportive environments, such as those provided by family, schools, and communities, contribute to adolescents' social well-being by fostering a sense of belonging and community participation (Putnam, 2000; Coleman, 1988). The importance of school climate and peer relationships as protective factors for adolescents' well-being is well-documented, highlighting the need for educational policies that promote safe, inclusive, and engaging spaces (Bird & Markle, 2012; Wang & Degol, 2016). A comprehensive approach to adolescent well-being can thus help nurture resilient, socially connected, and purpose-driven individuals, benefiting not only the adolescents themselves but society.

Physical, emotional, social, and school well-being are interconnected dimensions essential to adolescent development. Physical well-being involves engaging in activities and fulfilling social roles without limitations or discomfort, incorporating health indicators that contribute to quality of life (Guyatt, Feeny, & Patrick, 1993). The World Health Organization (WHO, 2007) emphasizes that health is a state of complete physical, mental, and social well-being, central to healthcare, while Health-related Quality of Life (HRQL) includes physical, psychological, and social functioning, as well as health perceptions (Wilson & Cleary, 1995). For young adolescents, secure learning environments that address bodily changes are crucial, as noted in health education (Bishop & Harrison, 2021). Emotional well-being, shaped by social adaptation, emotional regulation, and situational analysis, is fundamental for adolescents to form life goals, values, and a sense of purpose (Dahl, 2004; Steinberg, 2005; Lerner, 2007).

Emotional maturity, defined by stable emotions, supports academic success, social skills, and physical health (Singh & Bhargava, 1990; Savage, 2011; Berman, Weems & Stickle, 2006). Social well-being, long recognized by WHO as a key health dimension (WHO, 1948), now extends beyond GDP measures to include subjective well-being and quality of life assessments (Stiglitz, Sen, & Fitoussi, 2009; Helliwell, Layard, & Sachs, 2020). Social well-being indicators, such as social capital, cohesiveness, and community engagement, are essential for building cohesive school environments (Andrews & Withey, 1976; Coleman, 1988; Putnam, 2000), while educational interventions that foster social integration and positive interactions play a protective role in student well-being (Corral-Verdugo et al., 2015; Durlak et al., 2011). School well-being studies show that physical space, teacher support, and peer relationships significantly impact students' well-being, highlighting the need for holistic programs that address these areas in educational settings (Martin, 2016; Reddy et al., 2003). Understanding the multifaceted nature of adolescent well-being provides insights into creating supportive environments that promote both personal growth and social cohesion within schools (Aldridge & McChesney, 2018; Lundberg & Abdelzadeh, 2019).

Spiritual Intelligence and General Well-being interconnectedness

Spiritual well-being is a crucial part of being human. It gives people stability, meaning, and fulfilment in life, and helps them have faith in themselves (Rovers & Kocum, 2010). According to Moberg (2002), it means feeling like you are rising above your challenges and it includes things like understanding your life's purpose, relying on your inner strength, and feeling connected to yourself. Spiritual well-being has two sides: the horizontal part is about finding meaning in life, feeling peaceful, and being satisfied with life. Vaughan (2002) defines spiritual intelligence as the exploration of the inner workings of the mind and spirit, and its relationship with existence in the world. Adolescents' general well-being is closely related to spiritual intelligence, which helps them find meaning, purpose, and direction in life-key components for managing the complexities of adolescence. Spiritual intelligence supports adolescents in cultivating inner peace, resilience, and ethical values, which positively influence emotional and psychological well-being (Zohar & Marshall, 2000). Adolescents with higher levels of spiritual intelligence tend to experience greater life satisfaction, self-esteem, and emotional stability, as they can connect with a deeper sense of self and purpose, allowing them to navigate challenges with confidence and balance (Emmons, 2000). This spiritual dimension fosters adaptive coping mechanisms, helping adolescents deal with stress, make mindful decisions, and develop positive relationships (King, 2008). Research indicates that spiritual intelligence can also enhance social well-being by encouraging empathy, compassion, and community engagement, which are essential for building supportive peer and community networks (Vaughan, 2002). In educational settings, promoting spiritual intelligence can contribute to a more holistic approach to adolescent well-being, helping young people develop resilience, purpose, and a positive outlook that supports their overall mental health and personal growth.

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 consists of questionnaire comprises 69 items divided into four dimensions namely Social, Physical, Emotional, School values. 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 an Independent Samples T-test was utilized to compare the dimensions of General Well-being (GWB) of different gender (Adolescents Boys and Girls Students). The analysis was conducted on Spiritual Intelligence (Independent variable) through using T-test for gender difference. A significance level of $p < 0.05$ was considered statistically significant.

Objective1: To compare the dimensions of General well- being of Adolescents (based on gender).
Hypothesis 1: There is no significant difference in General well -being of Adolescents (On the basis of gender).

Table 1: Comparison of Dimensions of General Well-Being on the basis of Gender

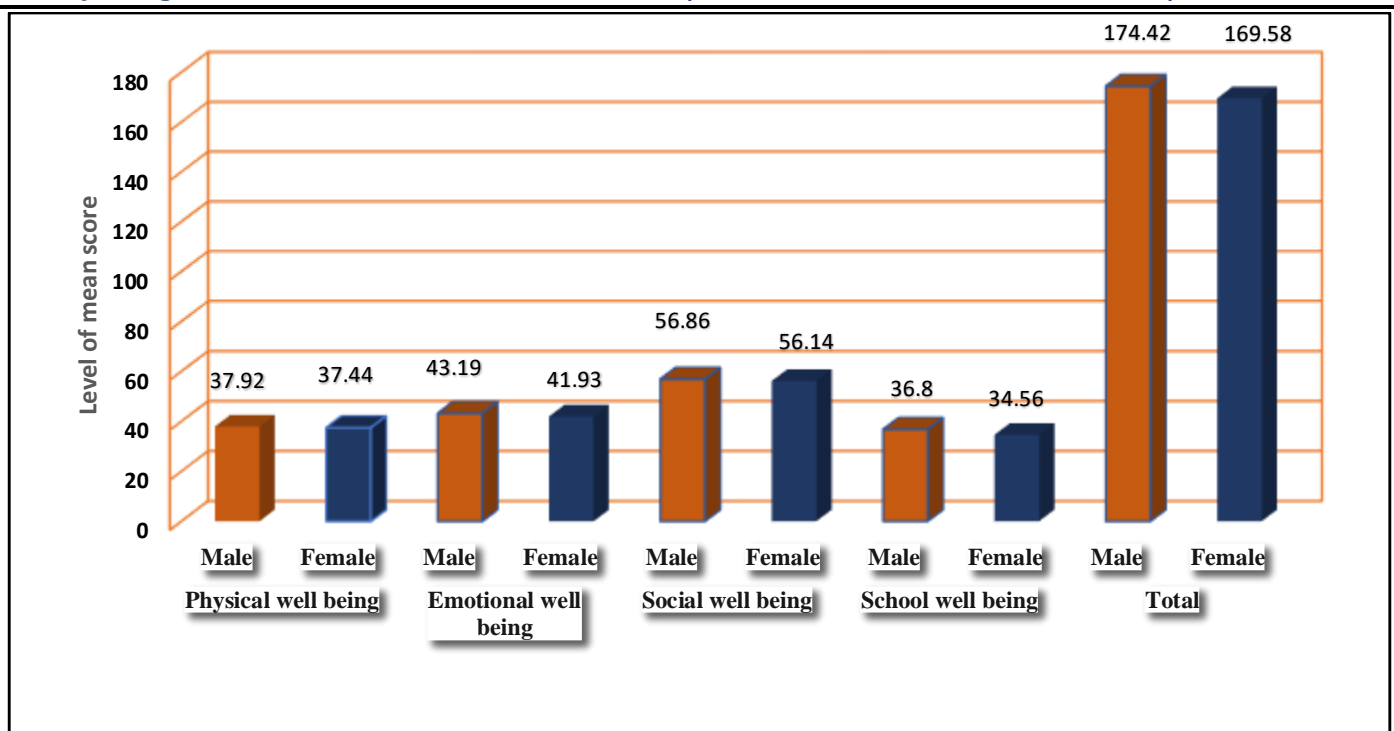| Dimensions of General well-being	Gender	N	Mean	SD	T test	Result
Physical well being	Boys	450	37.92	5.98	1.195	Not significant
	Girls	450	37.44	6.07		
Emotional well being	Boys	450	43.19	6.88	2.951	Significant
	Girls	450	41.93	5.89		
Social well being	Boys	450	56.86	8.79	1.199	Not significant
	Girls	450	56.14	9.22		
School well being	Boys	450	36.8	8.45	4.117	Significant
	Girls	450	34.56	7.86		
Total	Boys	450	174.42	19.59	4.105	Significant
	Girls	450	169.58	15.55		

Level of significance at 0-05 (df=898)

Table1 shows that the mean score of physical well-being of Adolescent boys' students is higher than Adolescent girls' students ($M_1=37.92>M_2=37.44$) but calculates T value (t=1.195) is less than the tabular value (1.96) at .05 level of significance.so, it reflects that there is no significance difference between physical well- being of Adolescent boys' and girls' students.

Emotional well- being of Adolescent boys' students is higher than Adolescent girls' students ($M_1=43.19 < M_2 =41.93$) but calculates T value 2.195 is more than the tabular value(t=1.96) at .05 level of significance. So, it shows significance difference between Emotional well- being of Adolescent boys' and girls' students. In the table, it reflects no significant difference, as mean score of Adolescent boys' students of general well-being is higher than the Adolescent girls' students ($M_1=56.86> M_2 =56.14$) and calculated t value (t=1.199) is greater than the tabular value (t= 1.96) at .05 level of significance. So, it reflects no significance difference between emotional well- being of Adolescent boys' and girls' students.

The mean score of Social well- being of Adolescents boys' students is higher than the Adolescents girls' students ($M_1=36.80> M_2 =34.56$) but calculated value (t=4.117) is greater than the calculated tabular value(t=1.96) at .05 level of significance. It indicates significance difference between male and female school well- being.

In total mean score Adolescent boys' students is higher than Adolescent girls' students ($M_1=174.42> M_2 =169.58$) but calculates T value (4.105) at the .05 level of significance is greater than tabular value (t=1.96), it shows significance difference between Adolescent boys' and girls' students.

Graph 1 Comparison of Dimensions of General Well Being On the basis of Gender

Graph 1 shows no significant difference in physical and social well-being between adolescent boys and girls. However, there is a considerable difference in their emotional and general well-being. Therefore, Hypothesis$H_{1.2}$ There is no significant difference in General well-being of Adolescents based on gender is rejected.

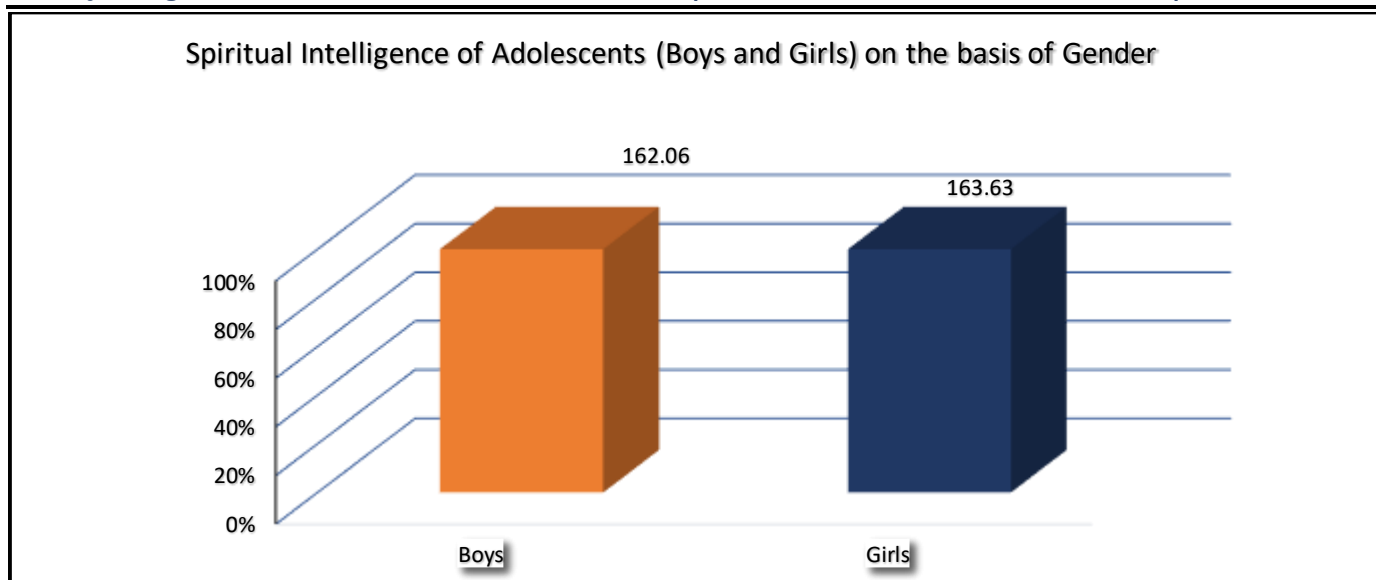**Objective 2:** To compare the Spiritual Intelligence of Adolescents based on gender
Hypothesis2: There is no significant difference in Spiritual Intelligence of Adolescent based on gender

Table 2: Comparison of Spiritual Intelligence of Adolescent (Boys and Girls) based on Gender

Gender	Mean	N	SD	T test	Interpretation
SI of Adolescent (Boys)	162.06	450	17.08	1.1087	Not significant
SI of Adolescent (Girls)	163.63	450	24.71		

Level of significance at 0.05 (df=898)

Table 2 assume that the population average for Spiritual Intelligence of Adolescent (boys) is equal to the population average for Adolescent (Girls) spiritual intelligence. The T- test statistic, is -1.1087, falling inside the 95% acceptable range. [-1.9629: 1.9629]. The value of x1-x2 = -1.57 is within the 95% acceptability range of [-2.7796- 2.7796]. So, there is no significant difference between Adolescent boys and girls based on gender.

Graph 2: Comparison of Spiritual Intelligence of Adolescent boys and girls based on gender

Graph 2 shows no significant difference in physical and social well-being between adolescent boys and girls. However, there is a considerable difference in their emotional and general well-being. Therefore, Hypothesis $H_{1.2}$ There is no significant difference in General well-being of Adolescents based on gender is rejected. Therefore, there is no significant difference in mean score of Adolescents boys and girls Spiritual Intelligence as per manual score.

Discussion

The analysis highlights nuanced differences in adolescent well-being between boys and girls. While physical and social well-being showed no significant gender differences, boys scored higher in emotional and school well-being. This aligns with prior research suggesting that adolescent boys exhibit better emotional stability and school adaptation, likely due to social and psychological factors that affect stress responses (Hankin et al., 2007; Campbell, Bann, & Patalay, 2021). Social expectations and self-concept often impact girls' emotional well-being, as they are more inclined to internalize stress, leading to increased anxiety and depression (Martin, 1996; Rosenfield et al., 2000). The Gender Intensification Hypothesis further suggests that puberty amplifies societal pressures to conform to gender roles, affecting emotional health, especially in girls (Conley & Rudolph, 2009).

In terms of school well-being, boys reported higher scores, likely due to their reduced susceptibility to internalizing problems. Boys generally adapt better to structured environments, while girls face greater academic and interpersonal challenges (Lindberg & Swanberg, 2006; Wang & Degol, 2016). However, no significant gender differences were found in spiritual intelligence, with both boys and girls showing similar levels, supporting previous findings that spiritual intelligence remains stable across genders (King & DeCicco, 2009; Francis, 1997). This suggests that spiritual education can foster resilience and value orientation in both genders.

In summary, these findings stress the importance of gender-sensitive approaches in enhancing adolescent well-being, particularly in emotional and school-related dimensions, while recognizing the stability of spiritual intelligence as a foundation for resilience across genders (Robinson & Kirkcaldy, 2007).

Schools play a crucial role in fostering student well-being by promoting healthy lifestyle choices and providing support systems. Research shows that physical activity enhances learning, concentration, and mental well-being (Basch, 2011; Rasberry et al., 2011). Supportive school relationships also empower students, fostering a sense of agency and belonging (Wentzel, 1998; Roffey, 2012). Effective teaching methods, well-being-focused curricula, and inclusive environments are key to holistic student development (Jennings & Greenberg, 2009; Waters, 2011).

Integrating spiritual well-being through educational programs on peace, faith, and comfort can enhance happiness and life satisfaction (Fry, 2000; Emmons, 2005). Schools could offer spiritual well-being topics as electives and organize activities like compassion projects, as well as provide spaces for reflection and prayer (Pargament, 2013; Gall et al., 2011). Additionally, the support of social workers and counsellors on campus, along with strategies like support groups and physical activity, can improve social support and self-

esteem (Cohen & Wills, 1985; Salmon, 2001). Tailored interventions are important, as well-being varies by factors like gender and school environment (Torsheim & Wold, 2001). Lastly, parents can help by balancing children's recreational activities to promote well-being (Nemcek, Kurková, & Wittmannová, 2019).

Results

Research highlights gender differences in adolescent well-being, with boys often showing higher emotional and school well-being than girls, who are more prone to internalizing disorders like depression and anxiety (Hankin et al., 2007; Campbell, Bann, & Patalay, 2021; Green et al., 2005). The Gender Intensification Hypothesis suggests that pressures to conform to gender norms during puberty contribute to these differences, as girls face greater societal expectations related to femininity, leading to higher depressive symptoms (Conley & Rudolph, 2009; Mendle & Catalano, 2008). Studies reveal that early-maturing girls tend to experience more depressive symptoms than those maturing later, with girls generally reporting more distress and mental health challenges (Mendle et al., 2008; Yoon & Deighton, 2022). Increased psychological distress is observed as adolescents age, particularly during transitional periods like moving to secondary school, underscoring the importance of early intervention (Tang et al., 2020; Zhou et al., 2020). This distress is more pronounced in girls, who often rely more on social support networks, potentially influencing coping mechanisms (Tamres, Janicki, & Helgeson, 2002). Adolescent boys generally report moderate well-being, while girls often experience lower levels, indicating a persistent gender disparity in well-being (Torsheim et al., 2006; Sweeting et al., 2010). Despite these well-being differences, research suggests no significant gender difference in spiritual intelligence, which remains stable across genders in adolescence (King & DeCicco, 2009; Francis, 1997; Robinson & Kirkcaldy, 2007).

Limitations

As a cross-sectional design, it only captures adolescent well-being and spiritual intelligence at one point in time, limiting the ability to observe changes over time or establish causal relationships. The sample, drawn from specific districts in Uttar Pradesh, India, may also limit generalizability to other regions or cultural contexts, as socio-cultural and educational factors vary widely. Additionally, self-reported data are subject to biases, including social desirability and response biases, which may affect the accuracy of responses. The focus on gender as a binary variable excludes non-binary or gender-diverse individuals, who may experience well-being differently. Furthermore, unaccounted confounding variables, such as socioeconomic status, family background, and personality traits, might influence the results. The General Well-being and Spiritual Intelligence Scales used may have limitations in terms of cultural applicability, reliability, and validity, and solely relying on quantitative methods might overlook the subjective nuances of adolescents' experiences, which qualitative methods could capture. Lastly, without longitudinal data, it is difficult to determine how these gender differences might evolve over time as adolescents mature into adulthood.

Future Research Recommendations

This study underscores the need for more comprehensive investigations that include a broader range of socio-demographic variables to better understand the role of gender in adolescent well-being. Longitudinal studies could provide valuable insights into how these differences evolve over time. Additionally, qualitative research might uncover specific societal or familial factors that contribute to the observed gender disparities in well-being.

Understanding these gender-specific nuances can be invaluable for educators, policymakers, and mental health professionals. Interventions designed to promote adolescent well-being should account for these differences and include support mechanisms tailored to the unique needs of both boys and girls.

Conclusion

The study underscores the significant role of schools in promoting student well-being by integrating spiritual, emotional, and social aspects into educational programs. It highlights the importance of spiritual well-being in fostering greater life satisfaction and personal fulfillment, supporting its incorporation into school curricula, extracurricular activities, and support networks. Additionally, the study advocates for individualized interventions that address students' diverse needs, considering factors such as gender and school environment. The involvement of social workers, psychological counselors, and parents is crucial in creating a supportive and nurturing environment that enhances student well-being. This approach aligns with research by Basch (2011), Rasberry et al. (2011), and Wentzel (1998), which stress the value of holistic development and the importance of tailored support in schools. Integrating spiritual well-being into

education can provide students with the resilience needed to navigate academic and personal challenges, as highlighted by Fry (2000), Emmons (2005), and Pargament (2013).

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