

Spiritual Intelligence and Negative Emotional Reactions among Adolescent Students

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Abstract

Spiritual Intelligence and Negative Emotional Reactions are related to individual's performance and it is one of the health, immunity, and comfort for people. This research was a descriptive correlation study. In this study 300 adolescent students were purposely selected. Instruments were the, questionnaire of Spiritual Intelligence and DASS questionnaire. Questionnaires were administered to the adolescent students of IX,XI. The results showed that Spiritual Intelligence is correlated to Emotional Reactions of adolescent students. By enhancing and reinforcing virtues such as Spiritual Intelligence adolescent students can protect themselves from an inevitable toxic effect of Stress and Anxiety, so they can effectively participate in the social context.

KEYWORDS: Spiritual Intelligence, Adolescence, Stress, Anxiety.

Introduction:

Spiritual intelligence helps not only to raise the fundamental questions of existence but it also helps an individual to find suitable answers and if need arises it helps to reframe the answers at different times of life. It is thus a capacity to be aware of the world and find place in it. Moreover it helps an individual to be able to live peacefully with him/her and society at large. Edwards (2003) has pinpointed to denoted differentiation between/characterizing use of spiritual intelligence or sources to resolve spiritual dilemma/troubles, and employing them in solving non-spiritual problems. Adolescence is a stage of human development that occurs between childhood and adulthood. Due to fast physical changes and mental development at this stage, students may sometimes experience incompatibility of their mental development with their physical changes or with the social environment and thus suffer from problems arising from inadequate adaptations. These problems may further cause psychological troubles and even induce deviant behavior. For adolescent students, stress and anxiety mainly comes from academic, interpersonal relations, relationship problems, life changes, and career exploration. Such Stress and Anxiety may usually cause psychological, physical, and behavioral problems, followed by depression and academic stress. The Spiritual Intelligence is subjected to the concepts of thought, understanding and problem-solving issues; it also makes us to confront with real self and potential power of overwhelming the daily life's problems and as well as making a deep understanding of our life in this regard. Since we are confronting with lots of stressful and anxious experiences in Adolescent students life, the ways of overcoming these problems can some extent to prevent against these heavy pressures and problems as well. The main purpose of the study is to evaluate the relationship between the Spiritual intelligence and Emotional reactions.

SPIRITUAL INTELLIGENCE

Spiritual intelligence involves a set of abilities that draw on spiritual resources (Emmons, 1999, 2000a, 2000b) in a manner similar to Emotional Intelligence, which defines a set of abilities that draw on emotional resources and information (Mayer, et al., 2004). Just as emotional intelligence is not equal to emotionality, spiritual intelligence is not equal to spirituality. While spirituality refers to the individual search for, and experiential elements of, the sacred, meaning, higher-consciousness, and transcendence (Elkins, Hedstrom, Hughes, Leaf, & Saunders, 1988; Friedman & MacDonald, 2002), spiritual intelligence places a greater emphasis on abilities that draw on such spiritual themes to predict functioning and adaptation and to produce valuable products or outcomes (Emmons, 1999, 2000a, 2000b). Hence, SI combines the constructs of spirituality and intelligence into a new construct of spiritual intelligence

ADOLESCENCE AND SPIRITUAL INTELLIGENCE:

Adolescence is the period in which the foundation for future education, major life roles, relationships, and working toward long-term productive goals are established. Adolescence as a formative stage plays a significant role in the study of developmental psychopathology because after this maturational interval, it is difficult to change some behavioral and emotional patterns. Spiritual Intelligence involves an array of capabilities derived from spiritual resources in line with the advancement of an emotional reactions construct. Outrival and superior awareness gave an implication that spirituality stands in the exploration of, and live through the holy elements. In forecasting performance, customary adjustment and generation of beneficial products or findings, spiritual intelligence brings out the power drawn on certain spiritual matters (Emmons, 1999).

NEGATIVE EMOTIONAL REACTIONS:

Negative emotions can be described as any feeling which causes you to be miserable and sad. These emotions make one to dislike our self and others, and take away ones confidence.

Emotions that can become negative are hate, anger, jealousy and sadness. Yet, in the right context, these feelings are completely natural. Negative emotions can dampen our enthusiasm for life, depending on how long we let them affect us and the way we choose to express them.

Stress

Stress is a necessary and unavoidable concomitant of daily living-necessary because without some stress we would be listless and apathetic creatures, and unavoidable because it relates to any external event, be it pleasurable or anxiety producing. A person's response towards stress depends on whether an event is appraised as a challenge or a threat (Lazarus & Folkman, 1984). 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 outside sources and our capabilities to cope with them. Ibrahim (1998) defined stress as a severe emotional response resulted from internal or external change. There are five levels of stress - Very high stress, High stress, Moderate stress, Low stress, Very low stress

Anxiety

Anxiety disorders vary from adolescent to adolescent. Symptoms generally include excessive fears and worries, feelings of inner restlessness, and a tendency to be excessively wary and vigilant. Even in the absence of an actual threat, some adolescents describe feelings of continual nervousness, restlessness, or extreme stress. In a social setting, anxious adolescent students may appear dependent, withdrawn, or uneasy. They seem either overly restrained or overly emotional. They may be preoccupied with worries about losing control or unrealistic concerns about social competence

Depression

Depression is a common mental disorder, characterized by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, feelings of tiredness and poor concentration. (The World Health Organization)The teenage years are a time when individuals develop their identity and sense of self. If a depression is left to develop, it can lead to isolation from family and friends, risk taking behaviours such as reckless driving, inappropriate sexual involvements and drug and alcohol abuse. It can also impact on school performance and study, which can have downstream effects on later career or study options.

Aggression

Aggression may be defined as harmful behavior which violates social conventions and which may include deliberate intent to harm or injure another person or object (Bandura, 1973).

Aggression is generally defined as any act intended to hurt another person. Harm may take many forms and serve distinct functions. Physical aggression is the most commonly studied.

It involves peers being harmed through physical damage or by the threat of such damage.

Need and significance of the study

In the ancient times people believed in simple living and high thinking. In contrast to this situation, in the contemporary industrialized society, there is cut throat competition. The knowledge explosion, globalization, liberalization is emerging. New technology has made modern life complicated and confusions prevail everywhere. The spiritualism of the past has been replaced by materialism at the present juncture. Reviewing the literature Spiritual Intelligence can improve Emotional reactions in a positive aspect .Mainly on Adolescents in an important period for Spiritual Intelligence training and gratitude as a subscale in Spiritual Intelligence has an ability to provide a general basis for the individual to be able to consider his /her seeking for goals and meaning in life.

Objectives of the study:

- To find out whether there is any relationship between Spiritual Intelligence and Negative Emotional Reactions.
- To find out whether there is any difference in Male and Female adolescent students in their
 - (a)Spiritual Intelligence.
 - (b)Negative Emotional Reactions.
- To find out whether there is any difference in IX and XI Standards of adolescent students in their
 - (a)Spiritual Intelligence.

- (b) Negative Emotional Reactions.
- To find out whether is any significant difference among the adolescent students based on Father's Educational Qualification in
 - (a) Spiritual Intelligence
 - (b) Negative Emotional Reactions.
- To find out whether is any significant difference among the adolescent students based on Mother's Educational Qualification in
 - (a) Spiritual Intelligence
 - (b) Negative Emotional Reactions.

Hypotheses:

- There is significant relationship between Spiritual Intelligence and Negative Emotional Reactions of Adolescent students.
- There is no significant difference between Male and Female adolescent students in
 - (a) Spiritual intelligence.
 - (b) Negative Emotional reactions.
- There is no significant difference between IX and XI standards of adolescent students in (a) Spiritual intelligence.
 - (b) Negative Emotional reactions.
- There is no significant difference among the adolescent students based on Fathers Educational Qualification in
 - (a) Spiritual intelligence
 - (b) Negative Emotional Reactions based.
- There is no significant difference among the adolescent students in based on Mother's Educational Qualification in
 - (a) Spiritual intelligence
 - (b) Negative Emotional Reactions.

METHODOLOGY:

Sampling:

In this present study is based on normative survey method. A sample contain 300 adolescent students who are studying standard IX,XI were selected. They were selected in purposely selected Sampling Method.

Material:

1. The Spiritual intelligence Self-Report Inventory SISRI-24 by D.King(2008).
2. Modified version of DASS-21 developed by Fernando Gomez-Consultant Clinical Psychologist(1995).
3. Hamilton M. The assessment of anxiety states by rating. Br J Med Psychol(1959).

Correlation table

Hypothesis :I

There is significant relationship between Spiritual Intelligence and Negative Emotional Reactions of Adolescent students.

	Spiritual Intelligence	Negative Emotional Reactions
Spiritual Intelligence	1	0.159**
Negative Emotional Reactions	0.159**	1

** Correlation is significant at the 0.01 level (2 –tailed)

The above table it is inferred that there is positive Correlation between Spiritual Intelligence and Negative Emotional Reaction of the Adolescent Students

Table showing the difference among the Adolescent Students based on their Gender in their Spiritual Intelligence

Hypothesis :IIa

There is no significant difference in Male and Female students in Spiritual intelligence.

Hypothesis :II b

There is no significant difference in Male and Female students in Negative Emotional reactions.

Dimension	Gender	N	Mean	Std Deviation	Std Error Mean	t value	Level of significance
Spiritual Intelligence	Male	150	55.0800	9.38335	.76615	.793	NS
	Female	150	54.2000	9.84375	.80374		
	IX	150	54.6200	10.38886	.84825	.036	NS

	XI	150	54.6600	8.79813	.71836		
Negative Emotional Reactions	Male	150	60.9267	17.02824	1.39035		
	Female	150	60.9133	17.04906	1.39205	.007	NS
	IX	150	61.5133	18.0665 2	1.47513	.604	NS
	XI	150	60.3267	15.9224 2	1.30006		
	XI	150	20.6467	5.50550	.44952		

The above table shows that there is no significant difference between Male and Female, IX and XI adolescent students based on their Spiritual Intelligence

There is no significant difference between Male and Female, IX and XI adolescent students based on their Negative Emotional Reactions Hence the above Hypothesis is accepted.

Table Showing the difference among the Adolescent Students based on Fathers Educational Qualification in Spiritual Intelligence and Negative Emotional Reactions with in sub groups.

	Fathers Educational qualification	Fathers Educational qualification	Mean Difference	Level of significance
Spiritual Intelligence	School level	College level	5.96616*	.05
		Professional level	11.43427*	.05
	College level	Professional level	5.46810*	.05
Negative Emotional reactions	School level	College level	6.39879*	.05
		Professional level	13.96782*	.05
	College level	Professional level	7.56903*	.05

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*the mean difference significant at the 0.05 level

The above table shows that there is significant difference between the Adolescent students whose Fathers Educational Qualification is at School level differs from the Adolescent students whose Fathers Educational Qualification is at College level and professional level in Spiritual Intelligence and Negative Emotional Reactions . Adolescent Students whose Fathers Educational Qualification is at College level differs significantly from the students whose Fathers Educational Qualification is at Professional level. in Spiritual Intelligence and Negative Emotional Reactions

Table 4.8.1 showing the difference among the Adolescent Students based on Mothers Educational Qualification in Spiritual Intelligence Negative Emotional Reactions with in sub groups.

	Mothers Qualification	Mothers Qualification	Mean Difference	Level of significance
Spiritual Intelligence	School level	College level	10.20665*	.05
		Professional level	12.39269*	.05
	College level	Professional level	2.18605	.01
Negative Emotional Reaction	School level	College level	11.87215*	.05
		Professional level	17.76688*	.05
	College level	Professional	5.89474	.01

* The mean difference is significant at the 0.05 level.

The above table shows that there is significant difference between the Adolescent students whose Mothers Educational Qualification is at School level differs from the Adolescent students whose Mothers Educational Qualification is at College level. and professional level in their Spiritual Intelligence and Negative Emotional Reactions. Adolescent students whose Mothers Educational Qualification is at College level differs significantly from the Adolescent students whose Mothers Educational Qualification is at Professional level. in Spiritual Intelligence but students whose Mothers Educational Qualification is at college level do not differ from Professional level in Negative Emotional Reactions

Major finding of the study:

1. There is significant relationship between Spiritual Intelligence and Negative Emotional Reactions of Adolescent students.

2. There is no significant difference in Male and Female adolescent students based on their (a) Spiritual Intelligence

(b) Negative Emotional Reaction such as Stress and Anxiety.

3. There is no significant difference in X and XI adolescent students based on their

(a) Spiritual Intelligence

(b) Negative Emotional Reaction such as Stress and Anxiety.

4. There is significant difference among the students based on their Father Educational Qualification in

(a) Spiritual Intelligence

(b) Negative Emotional Reactions such as Stress and Anxiety

5. There is significant difference among the students in based on their Mothers Educational Qualification in

(a) Spiritual Intelligence

(b) Negative Emotional Reactions such as Stress and Anxiety

Educational implication:

One of the most important aspects of a life is his proper Spiritual development. The Spiritual development of adolescent student is not a spontaneous process but it is give from his childhood. Only a well spiritually developed person can have a static personality, which is essential for better survival in their educational & professional life. Training institution can be greatly benefited by making it a point to assess these aspects of student teachers at the time of admission in training institution so that individuals with proper characteristics may be selected for teacher training programmes. Training institutions may also provide such situations to the prospective teachers in training period through which they may develop those characteristics, which are useful in enhancing their spiritual intelligence. Administrative authorities may also realize the importance of the spiritual intelligence of teachers. The present investigation suggests that educational authorities may concentrate their attention not only on academic qualifications, but also on the spiritual intelligence of prospective teachers at the time of requirements. This Study can provide new ways of thinking for better planning & effective execution of educational programmes.

Conclusion:

The findings showed that Spiritual Intelligence is associated with Emotional Reactions of adolescent students. Since Stress and Anxiety gradually lead to depression, it seems that stress management and anxiety could reduce the incidence and severity of depression over time. So due to the variations and complexities of these days of life, it seems necessary to strengthen the individuals in terms of Spiritual

aspect especially the adolescent students, who are always exposed to difficult situations, by means of thinking on life and work concept, commitment to diligence, loving other humans, awareness and thanksgiving for divine bounties.

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