



A Study of Intelligence of Secondary Schools Students in Relation to their Emotional Intelligence and Spiritual Intelligence

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Abstract:

In the present time there are main three types of intelligence. These three types of intelligence are as under:

1. *Intelligence Quotient*
2. *Emotional Intelligence*
3. *Spiritual Intelligence*

For long, the world gave much importance to Intelligence Quotient. For Example, My son has an IQ of 230! The proud mother would gush. He's going to be a scientist. This attitude is a legacy of the early 20th century when psychologists devised tests to measure intelligence. These tests primarily measured intellectual or rational intelligence (used to solve logical problems). The higher the figure, the belief went, the greater the intelligence.

Keywords: *Emotional Intelligence, Spiritual Intelligence*

1. Introduction

In mid-1990s, Daniel Goleman revealed findings in neuroscience and psychology that stressed the importance of Emotional Quotient (EQ). This makes us aware of our feelings and that of others. It gives empathy, motivation, compassion and an ability to respond skilfully to pleasure and pain. Goleman argued that EQ was a basic requirement for the use of IQ. If the areas of our brain that feel are damaged, our ability to think effectively diminished.

In the year 2000, however, authors Dana Zohar and Ian Marshall introduced a new dimension to human intelligence. Spiritual Quotient (or SQ) is the ultimate intelligence, they claim. This is the intelligence used to solve problems of meaning and value. Is my job giving me the fulfilment I seek? Am I relating to the people in my life in a way that contributes to their happiness and mine? Answers to these questions determine whether we will find happiness or not. IQ and EQ are inadequate in such issues. Spiritual Intelligence, explains Ram Mohan, a Vedanta teacher, is about the growth of a human being. It is about moving on in life. About having a direction in life and being able to heal ourselves of all the resentment we carry. It is thinking of ourselves as an expression of a higher reality. It is also about how we look at the resources available to us. We realize that nature is not meant to be exploited. Ultimately, we discover freedom from our sense of limitation as human beings and attain moksha. Anand Tendolkar, a workshop leader, says: For me Spiritual Intelligence is about pondering over my life's purpose. Just being in touch with that question is fulfilling. Finally I realize that there is immensity to me. As I move along the path, deeper levels of me get unfolded, leading to fulfilment.

Humans are essentially spiritual beings, evolved to ask fundamental questions. "Who am I?", "Where am I going?", "What do others mean to me?" It is an ability to answer questions like these that lead people to personal growth workshops. Spiritual Intelligence motivates people to balance their work

schedules to spend time with the family. Or an executive with a high SQ might look beyond profit margins and devote time for voluntary work with orphans. Spiritual Intelligence also addresses the need to place one's life in a shared context of value.

The transformative power of SQ distinguishes it from IQ and EQ. IQ primarily solves logical problems. EQ allows us to judge the situation we are in and behave appropriately. SQ allows us to ask if we want to be in that situation in the first place. It might motivate us to create a new one. SQ has little connection to formal religion. Atheists and humanists may have high SQ while someone actively religious may not.

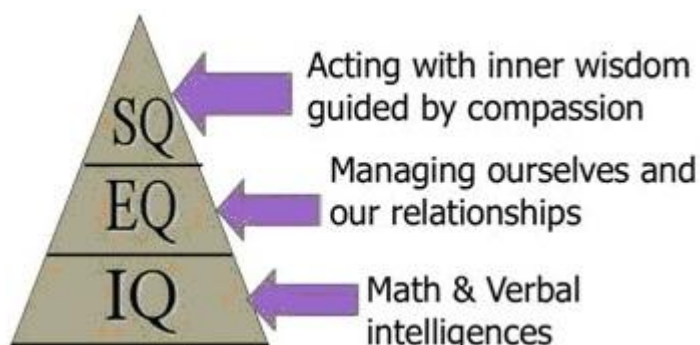
The awakening of our Spiritual Intelligence may be a time of great joy and meaning, who frequents personal growth programs. "Suddenly I had a feeling of being in control. Earlier things happened to me. Now I am more aware. Also, I have actually started living those values I had heard about—like acceptance and unconditional love."

In their book *Spiritual Intelligence - The Ultimate Intelligence*, Zohar and Marshall discuss the scientific evidence for SQ. In the 1990s, research by neuropsychologist Michael Persinger and neurologist V.S. Ramachandran at the University of California led to an identification of a 'God-spot' in the human brain. This area is located among neural connections in the temporal lobes of the brain. During scans with positron emission topography, these neural areas light up whenever research subjects are exposed to discussion of spiritual topics. Of course, this is culture specific, with Westerners responding to ideas of 'God' and Buddhists and Hindus responding to certain symbols. While the God-spot does not prove the existence of 'God', it does indicate that the brain is programmed to ask ultimate questions.

We use Spiritual Intelligence to transform ourselves and others, heal relationship, cope with grief, and move beyond conditioned habits of the past. To develop high SQ, each person needs to approach the task according to his / her personality.

J.L. Holland divided people into six personality types (take the test) and devised tests to determine one's type, or the mix. On each personality test we would have scored between zero and 12. This indicates the strength of our interest in that sector of life. An average adult will score 6 or more on perhaps three of the personality types. For example, we might score highest (say nine) on the artistic type, but score seven on the enterprising type and six on the investigative. Naturally, we must allow for some degree of overlap between the different types.

Once we know our personality type, we can better choose our particular path to higher SQ. Relationship between Intelligence, Emotional Intelligence and Spiritual Intelligence shows in Figure.



2. Relationship between IQ, EQ and SQ

Beside figure shows that general intelligence results in mathematical and verbal competencies; emotional intelligence results in managing ourselves and our relationship and Spiritual Intelligence results in inner wisdom guided by compassion and equanimity. So, investigator decided to take study intelligence in relation to emotional and

spiritual intelligence of secondary schools students.

3. Objectives of the Study

Before conducting a research work its objectives are determined, because it provides appropriate direction to an investigator about his work. Objective less process leads to wrong path. Therefore, before starting the research work the following objectives were considered by the investigator:

1. To Prepare and Standardize Spiritual Intelligence Scale for Secondary School Students.
2. To Study and determine levels of Intelligence of Secondary Schools.
3. To Study and determine levels of Emotional Intelligence of Secondary Schools.
4. To Study and determine levels of Spiritual Intelligence of Secondary Schools.
5. To Study Intelligence of Secondary Schools in context to Different of Level of
6. Emotional Intelligence.
7. To Study Intelligence of Secondary Schools in context to Different of Level of
8. Spiritual Intelligence.

4. Variables of the Study

The variables involved in this study are as follows:

Table: 1 Classification of Variable

Sr. No	Types of Variable	Variable	Levels	Name of Levels
1	Independent	Gender	2	● Boy ● Girl
2	Independent	Area	2	● Rural ● Urban
3	Independent	Caste	2	● Reserve ● General
4	Independent	Emotional Intelligence	2	● High ● Low
5	Independent	Spiritual Intelligence	2	● High ● Low
6	Dependent	Intelligence	2	● High ● Low

5. Hypotheses of the Study

Hypothesis of the present study were as follows:

- H₀₁** There will be no significant difference between the mean score of Intelligence test of students having High and Low Emotional Intelligence of secondary schools.
- H₀₂** There will be no significant difference between the mean score of Intelligence test of boys and girls having High level Emotional Intelligence of secondary schools.
- H₀₃** There will be no significant difference between the mean score of Intelligence test of boys and girls having Low level Emotional Intelligence of secondary schools.
- H₀₄** There will be no significant difference between the mean score of Intelligence test of Rural and Urban Area students having High level Emotional Intelligence.
- H₀₅** There will be no significant difference between the mean score of Intelligence test of Rural and Urban Area students having Low level Emotional Intelligence.
- H₀₆** There will be no significant difference between the mean score of Intelligence test of Reserve and General Caste students having High level Emotional Intelligence.
- H₀₇** There will be no significant difference between the mean score of Intelligence test of Reserve and General Caste students having Low level Emotional Intelligence.
- H₀₈** There will be no significant difference between the mean score of Intelligence test of students having High and Low Spiritual Intelligence of secondary schools.
- H₀₉** There will be no significant difference between the mean score of Intelligence test of boys and girls having High level Spiritual Intelligence of secondary schools.

- Ho₁₀** There will be no significant difference between the mean score of Intelligence test of boys and girls having Low level Spiritual Intelligence of secondary schools.
- Ho₁₁** There will be no significant difference between the mean score of Intelligence test of Rural and Urban Area students having High level Spiritual Intelligence.
- Ho₁₂** There will be no significant difference between the mean score of Intelligence test of Rural and Urban Area students having Low level Spiritual Intelligence.
- Ho₁₃** There will be no significant difference between the mean score of Intelligence test of Reserve and General Caste students having High level Spiritual Intelligence.
- Ho₁₄** There will be no significant difference between the mean score of Intelligence test of Reserve and General Caste students having Low level Spiritual Intelligence.

6. Population, Sample and Method of the Study

6.1 Population of the study

Present study had been undertaken considering teachers of Gujarati medium Secondary Schools of the whole Gujarat State, The researcher had decided to study Intelligence of Secondary schools Students in relation to Emotional Intelligence and Spiritual Intelligence. Therefore, all the Secondary schools Students of Standard-9th of Gujarat state considered as population of the present study.

6.2 Sample

Area of Gujarat State was divided into five zones: North Gujarat, Central Gujarat, South Gujarat, Saurashtra and Kutch by using cluster sampling. Then, secondary schools of each zone were divided into two parts considering the area: schools for rural area and those from urban area. Student of standar-9th of those schools were also classified as boys and girls students. Further, they were classified in two parts: students from reserve category and general category. In this way, total 1280 secondary schools students were selected for sample in the present study. Variable wise detail is stated as below.

- Out of total selected students, boys were 749 and girls were 531, in which 349 boys and 261 girls were included from rural area, where as 400 boys and 270 girls were included from urban area. In this way, total 610 students were selected from rural area and 670 students were from urban area.
- Among total selected students, 400 boys and 300 girls were from reserve caste, where as 349 boys and 231 girls were from general caste. Thus, total 700 students from reserve caste, where as 580 students from general caste in sample of the present study.
- Out of 1280 Students, 778 students were in High Level Intelligence and 502 Students were in Low Level of Intelligence.

6.3 Method of the Study

The Survey Research Method is suitable to collect data from large mass and it was essential in the present study, so the Survey Method was adopted in the present study.

6.4 Tools of the Study

The present study was aimed at examining emotional intelligence; self-esteem and professional stress of primary teachers, so following tools were used for collection of accessible data.

1. Verbal Non Verbal Intelligence Test for Secondary School Students constructed and standardize by Dr. R. S. Patel
2. Emotional Intelligence Scale for Secondary School Students constructed and standardize by Dr. J. R. Thakkar
3. Self-constructed and standardize Spiritual Intelligence Scale.

7. Data Collection

For the purpose of collecting data from secondary school students, the area of Gujarat State was divided into five zones: North Gujarat, Central Gujarat, South Gujarat, Saurashtra and Kutch by using cluster sampling. Then, students of standar-9th secondary schools situated in different districts and talukas of each zone were selected by using stratified random sampling. Schools from each zone were divided into two parts considering the area: schools for rural area and those from urban area. Students

of standard-9th in those schools were also classified as boys and girls. Further, they were classified in two parts: reserve caste and general caste students. An accurate day and date were fixed from selected secondary schools to collect data based on their gender, area and caste. At the fixed time, the investigator had visited the selected schools and instructed them the procedure of responses. Some of data was accepted by post where it was found difficult to reach the place.

8. Data Analysis

Tables were prepared accordance with variables under the study. for analysis and interpretation of data, the Ms-Excel computer programmed was used, in which percentage, quartile deviation, mean, SD, standard mean error and critical ratio were computed. Graphs were prepared for comparative presentation of data.

9. Major Findings

1. Students having High Level of Emotional Intelligence were found to have higher Intelligence than Students having Low Levels of Emotional Intelligence which shows that Level of Emotional Intelligence of secondary schools students is affecting variable to Intelligence.
2. Boys having High Level of Emotional Intelligence were found to have higher Intelligence than Girls having High Levels of Emotional Intelligence which shows that gender of secondary schools students of High Level Emotional Intelligence is affecting variable to Intelligence.
3. Boys and girls having Low level Emotional Intelligence of secondary schools were found to be equal in Intelligence which shows that gender of secondary schools students of low Level Emotional Intelligence is not affecting variable to Intelligence.
4. Students of Urban Area having High Level of Emotional Intelligence were found to have higher Intelligence than Students of Rural Area having High Levels of Emotional Intelligence which shows that area of secondary schools students of High Level Emotional Intelligence is affecting variable to Intelligence.
5. Students of Urban and rural Area having Low level Emotional Intelligence of secondary schools were found to be equal in Intelligence which shows that area of secondary schools students of low Level Emotional Intelligence is not affecting variable to Intelligence.
6. Students of general caste having High Level of Emotional Intelligence were found to have higher Intelligence than Students of reserve caste having High Levels of Emotional Intelligence which shows that caste of secondary schools students of High Level Emotional Intelligence is affecting variable to Intelligence.
7. Students of general and reserve caste having Low level Emotional Intelligence of secondary schools were found to be equal in Intelligence which shows that Caste of secondary schools students of low Level Emotional Intelligence is not affecting variable to Intelligence.
8. Students having Low Level of Spiritual Intelligence were found to have higher Intelligence than Students having High Levels of Spiritual Intelligence which shows that Level of Spiritual Intelligence of secondary schools students is affecting variable to Intelligence.
9. Boys having High Level of Spiritual Intelligence were found to have higher Intelligence than Girls having High Levels of Spiritual Intelligence which shows that gender of secondary schools students of High Level Spiritual Intelligence is affecting variable to Intelligence.
10. Boys and girls having Low level Spiritual Intelligence of secondary schools were found to be equal in Intelligence which shows that gender of secondary schools students of low Level Spiritual Intelligence is not affecting variable to Intelligence.
11. Students of Rural Area having High Level of Spiritual Intelligence were found to have higher Intelligence than Students of Urban Area having High Levels of Spiritual Intelligence which shows that area of secondary schools students of High Level Spiritual Intelligence is affecting variable to Intelligence.
12. Students of Urban and rural Area having Low level Spiritual Intelligence of secondary schools were found to be equal in Intelligence which shows that area of secondary schools students of low Level Spiritual Intelligence is not affecting variable to Intelligence.

13. Students of general caste having High Level of Spiritual Intelligence were found to have higher Intelligence than Students of reserve caste having High Levels of Spiritual Intelligence which shows that caste of secondary schools students of High Level Spiritual Intelligence is affecting variable to Intelligence.
14. Students of general caste having Low Level of Spiritual Intelligence were found to have higher Intelligence than Students of reserve caste having Low Levels of Spiritual Intelligence which shows that caste of secondary schools students of Low Level Spiritual Intelligence is affecting variable to Intelligence.

10. Conclusion

Each and every research work determines new directions of future researches and indicates limitations of completed work. So many points come to know from experiences and difficulties faced during research work. Though such points are essential and important but due to lack of time they cannot be tested. Here, investigator had considered them as appropriate to note them. The present study is a humble effort put to study intelligence of secondary school students in context to their emotional intelligence and spiritual intelligence. The study had been limited to students of Gujarati medium secondary schools of Gujarat State, so it cannot be applied to the whole universe. If the present thesis becomes useful to teachers, parents, students and all those persons who are connected to education, this miniature effort will be considered as significant. The present thesis is a little attempt of the investigator, so if there is any error or inaccuracy, forgive and exonerate it.

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