Relationship Dimension and Personal Growth Dimension in Spiritual Intelligence

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Abstract: As per schedule, the Investigator visited each and every institution. Sections were chosen randomly & then students were selected randomly. The administrating conditions for all the students were kept as constant as possible before starting. The students were seated comfortably in their classroom, where there was no outside disturbance. Investigator explained the purpose of the tests to the subjects. The subjects were told that this was not an examination rather it is the collection of general information.

They were required to give their true, free and frank opinion. It was made to them that their views would be kept strictly confidential. They were also ensured that their replies would be used only for the research purpose. The rapport was established between them. The respondents were given test booklets one by one. For each tool, instructions were given.

Key words: classroom, tool, instructions, randomly.

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INTRODUCTION

There is also evidence that meditation can promote a profound connecting link between different cultures, running sharply counter to prevailing postmodern tendencies that reject such transcendent connections, Sarah (Scott, 2001) goes on to say that, ironically, the academic world- due to the necessity of extricating contemplative practice from overtly religious practice- may be poised to play a leadership role in restoring to religious practice the unifying aspects of this important domain of human experience.

SQ operates through knowledge of the spiritual law on which our world founded. When Intelligence Quotient, EQ and Spiritual Quotient work together are able to fully manifest our potential in the world. SQ was not recognized as component of intelligence till recently. But it is being increasingly seen as essential our well being. It puts our individual lives in larger context and gives meaning a purpose in life and allows us to create new possibilities Gardner (2001) discuss "Nine Intelligences" which are definitely expert systems in the brain. But they are I full blown as independent aspects of intelligence. They are mental skills that you only use intelligently if your SQ harmonizes   with your IQ and your EQ. SQ shifts viewpoints from our individual self to the external identity of everything. The Picture of human intelligence can be completed with a discussion of our Spirit Intelligence. SQ allows human beings to be creative, to change the rules and to a situations. It allows us to play with the Boundaries-to play an 'infinite game'. gives us our ability to discriminate. It gives us our moral sense and also an ability see when compassion and understanding have their limits. We use SQ to wrestle with questions of good and evil and to envision unrealized possibilities - to dream, to aspire, to raise ourselves out of mud.

REVIEW OF LITERATURE

The Nobel economist, Robert Fogel, (Scott, 2001) notes in The Fourth Awakening that critical spiritual assets will rank in importance with the more familiar material assets in creating a vibrant future for the world, there he describes as sense of purposes, a sense of discipline, a vision of opportunity and the struggle f the self-realisation, all of which need to be transferred at a young age through education.

Psychologists, such as Daniel Goleman and Danah Zohar, write about Emotional and Spiritual Intelligence as essential for healthy organisations. The ideas are also implicit in the work of organizational theorists such as Margeret Wheatley   and Peter Seng.   The evolution to more integral consciousness is   recurring theme in Robert Kegan's models of human behaviour

and in Ken Wilber's philosophy, as well as in the predictions of futurist Duane Eigin.Diana Chapman-Walsh and other presidents of Universities and colleges stresses the importance Spirituality cultivating authentic leadership and compassionate action. And then HE survey shows that about 80% of faculty and students feel that they are on a spiritual quest. (Scott, 2001)

MATERIAL AND METHOD

The data for the present study were collected personally by the investigator herself. The students were approached through the heads of the institution. The permission of the concerned head of the institution was sought and schedule fixed with the Principal and teacher-in-charge as well.

After finishing the tools, the answer sheets were collected back by the investigator. The investigator was present there all the time to answer the queries, and to motivate them to answer the questionnaire carefully. After completing the test, answer sheets were collected.

The statistical techniques were employed to get precise and exact picture of data. It was applied for analysis and interpretation. In most of the distribution the scores are concentrated near the centre of distribution This tendency is reflected to as central Tendency r average of series In describing a group of scores, it would be useful to have single number that would stand for the central tendency in order to compare the score of two groups. In present study Descriptive statistics such as mean, standard deviation, correlation and t-test are used.

Mean: Mean is the sum of separate scores or measures divided by their number.

Standard Deviation (SD): It is the most stable index of variability and is employed in research studies.

Correlation: Coefficient of correlation was applied to test validation between developed spiritual Scale by Investigator and the validated Spiritual Intelligence report inventory by D. King (2008)

T-test: t-test is employed to find out the significance of various statistics to test the hypotheses Significance of difference can be at various level of confidence or significance. The investigation under consideration has been tested at .05 level and .01 levels of significance in analysis and interpretation of result.

ANOVA: The analysis of variance deals with variance rather than with Standard Errors. It is a method of dividing the variation observed in experimental dat into different parts, each part assignable to a known source, cause or factor. ANOVA is used to test the significance of the differences among means of a number of different groups supposed to have come from different populations.

F ratios: F ratio of significane is used in situations in which two or more experimental variables or one experimental and one or more controlled variables are simultaneously operating and not only comparison of means within each variable is required but also the joint operation or interaction of two or more variables is of interest. The value of F is simply the ratio between the two variances between and within.

Correlation Matrix: Correlation analysis helps us in determining the degree of relationship between variables, which seeks to determine how well a linear of other equation describes or explains the relationship between variables. If all the values of the variables satisfy an equation exactly, we say that the variables are perfectly correlated or that there is perfect correlation between them.

If two dices are tossed simultaneously 100 times, there is no relationship between corresponding points on each dice (unless the dices are loaded), i.e. they are noncorrelated. The variables of height and weight of individuals would show some correlation. When only two variables are involved we speak of simple correlation and simple regression. When more than two variables are involved we speak of multiple regression. The degree of relationship between three or more variables is called multi-correlation. The fundamental principles involved in problems of multi-correlation are parallel to those of simple correlation.

Thus, correlation does not necessarily imply cuasation or functional relationship, though the existence of causation always implies correlation. To find out the correlation, different combinations of the variables were correlated with each other.

FAMILY ENVIRONMENT SCALE

Family environment scale is based on Moos'(1974) Family Environment scale is prepared and standardized by Dr. Harpreet Bhatia and Dr. N.K. Chadha. This scale is in English and includes 69 items. This scale contains three dimensions and their sub dimensions.

DIMENSIONS

1. Relationship Dimension

a) Cohesion: Degree of commitment, help and support of family members provided for one another.

b)   Expressiveness: Extent to which family members are encouraged to act openly and express their feelings and thoughts directly.

c)   Conflict: Amount of openly expressed aggression and conflict among family members.

d)   Acceptance and Caring: Extent to which the members are unconditionally accepted and the degree to which caring is expressed in the family.

This dimension is again shown in table 1

Table 1

RELATIONSHIP DIMENSION

1. Cohesion	1,9,24,37,43,55,60,	17,49,31	13
2. Expressiveness	10,25,38,44,56	2,18,32,50	9
3. Conflict	11,19,39,51,61,67	3,26,33,45,57,64	12
4. Acceptance and caring	8,16,36,42,48,54,59, 62	23,30,65,68	12
			46

2.   Personal Growth Dimension

a)   Independence: Extent to which family members are assertive and independently make their own decision.

b)   Active recreational orientation: Extent of participation in social and recreational activities.

This dimension is again shown in table 2

Table 2

PERSONAL GROWTH DIMENSION

5. Independence	4,27,46,52	12,20,34,40,58	9
6. Active recreational orientation	5,13,21,28,47	35,41,53	9
			17

3.   System maintenance dimension

a)   Organization: Degrees of importance of clearly organization structure in planning family activities and responsibilities.

b)   Control: Degree of limit setting within a family.

This dimension is again shown in tale 3.

Table 3

SYSTEM MAINTENANCE DIMENSIONS

7. Organization	6	2	2
8. Control	7,22	15,29	4
			6

The three dimension include 46,17 and 6 items respectively varying from negative to positive. There is no time limit for the test. The age range is set between 17-55.

The scoring is done with the keep of scoring table as elaborated:

Table 4

Scoring table

Positive Items		Negative Items
5	Strongly Agree	1
4	Agree	2
3	Netural	3
2	Disagree	4
1	Strongly Disagree	5

VALIDITY

A scale was given to 18 specialists for evaluation of units to check the validity of this scale. Only those units were included which had 75% acceptance.

We chose the family environment scale for validity and specified the objectives of measurement of special & very important part of environment. These operations were rated by eight specialists in first phase and by five specialists in second phase.

CONCLUSION

The reliability of the present scale was found by split half method. This scale was divided into two parts. Scores of each dimension were again divided into two parts. These divided scores were then co-related and the reliability of the whole test was calculated by Spearman Brown formula. To analyze the Family Environment of the students the students were divided into two groups on the basis of the scores obtained by them. Those students who obtained a score of 225 or more were grouped as more favourable Family Environment and those who scored 225 or less were categorized as less favourable Family Environment.

NORMS

For the study of norms each special group 'needs special norms. The patterns are presented of qualitative norms for the age group of 17 to 50. The patterns for the age group of 17 to 50 are presented for qualitative norms.

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