CHAPTER 2
REVIEW OF LITERATURE

The review of related studies involves locating, studying and evaluating reports of relevant researches and articles, published research abstracts, journals, encyclopedias, etc. The researcher needs to acquire up to date information about what has been thought and done in a particular area. The researcher draws maximum benefits from the previous investigations, utilizes the previous findings, takes many hints from designs and procedures of previous researchers and formulates an outline for future research. The review of related studies provides the insight into the methods, measures etc. employed by others in the particular area. It provides ideas, theories, explanation, hypotheses of research valuable in formulating and studying the problem at hand. It also furnishes indispensable suggestions related to the problem and already employed techniques to the investigator.

Significance of the Study

Research takes the advantage of knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to study proposed by researcher.

A careful review of the researcher journals, books, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. Review of the related literature, serves the following specific of purposes:

A careful review helps the researcher in selecting the variables lying within the scope of his interest, in defying and operationalizing variables and in identifying variables, which are conceptually and practically important.

1- It helps the researcher in avoiding any duplication of work done earlier, especially when the stability and validity of its results have been clearly established.
2- It also gives the researcher methodology which refers to the way; the study is to be conducted.

3- The review of the related literature helps the researcher to know about the tools and instruments which proves to be useful and promising in the previous studies.

4- The advantage of the related literature is also to provide insight into statistical methods through which the validity of research is to be established.

5- The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research which they have listed in their studies.

6- The researcher has quoted the studies in this chapter that have direct and indirect relevance with the proper study. The studies in this chapter have been classified variable wise as follows:

1) Studies related to Spiritual Intelligence
2) Studies related to Goal Orientation
3) Studies related to Character

1) **Studies related to Spiritual Intelligence**

Jain & Purohit (2006) studied the spiritual intelligence of elderly people. For this purpose 200 senior citizens were selected from different living status i.e. living with family (N=100) and living in old age homes (N=100). Findings revealed that no significant difference was found between senior citizens living with family & living in old age homes regarding overall spiritual-intelligence. The findings showed significant differences at many domains of spiritual intelligence such as, GOD and religiosity, soul, self awareness, interpersonal relations, spirituality in leadership, helping behaviour, flexibility, ability to use and overcome suffering, ability to transcend pain and being spiritually intelligent about death.

David B. King (2007) defined spiritual intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that: "...contribute to the awareness, integration, and adaptive application of the
nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states." King further proposed four core abilities or capacities of spiritual intelligence: Critical Existential Thinking, Personal Meaning Production, transcendental Awareness, and Conscious State Expansion.

Dincer (2007) discussed spiritual intelligence, the ways to improve spiritual intelligence levels of educators and its positive results on educator-student relationship, and its reflections in the educational environment. They can be the illuminators of tolerance, unity, understanding, love and peace.

Amram & Dryer (2008) described in this paper the development and preliminary validation of an ecumenical measure of spiritual intelligence (SI), the Integrated Spiritual Intelligence Scale (ISIS). Spiritual intelligence (SI) was defined as the ability to apply, manifest, and embody spiritual resources, values, and qualities to enhance functioning and wellbeing. ISIS is an 83-item long form, and a 45-item short form, self report instrument. ISIS has shown satisfactory factor structure, internal consistency, test-retest reliability, and construct validity. It contains 22 subscales assessing separate SI capabilities related to Beauty, Discernment, Egolessness, Equanimity, Freedom, Gratitude, Higher-self, Holism, Immanence, Inner-wholeness, Intuition, Joy, Mindfulness, Openness, Practice, Presence, Purpose, Relatedness, Sacredness, Service, Synthesis, and Trust. These 22 subscales are grouped into 5 domains: Consciousness, Grace, Meaning, Transcendence and Truth. ISIS predicted satisfaction with life and correlated with existing measures of spirituality. ISIS scores were significantly different among the different groups such that spiritual teachers and business leaders were nominated for their embodiment of spirituality in daily life scored higher than other groups such as MBA students, even when controlling for other confounding variables.

Amram (2009) investigated contributions of emotional and spiritual intelligences to effective leadership. Participants 42 company CEOs and 210 staff members. Each CEO was administered instruments providing self-reported and 360-degree observer ratings of 5 dimensions of personality, emotional intelligence (EI), and spiritual
intelligence (SI). The results suggest that emotional intelligence and spiritual intelligence are distinct constructs, and each contributes to leadership effectiveness. However, relying solely on self-report may not be as robust as a combination of self-report and/or observer ratings of these constructs.

Howard et al. (2009) defined spiritual intelligence as an interconnected configuration of affective orientations intimately linked to create meaning through connecting ideas, events, and persons rather than to a specific religious tradition or orientation. An exploration of the meaning of transformational leadership in education in K-12 settings provides the basis for the development of a synthesis from a new perspective of two concepts that empower the dispositions of leadership impacting school culture.

Lazar (2009) examined the relationship between a multidimensional measure of spiritual orientation and measures of psychological functioning among a sample of secular Israeli Jews, one hundred and twelve research participants responded to the Spiritual Orientation Inventory (Elkins et. al., 1988) to self Report Measures of depression and life satisfaction. Significant relations between total spirituality and both depression and life satisfaction were covered even after controlling for religiousness. Partial Correlations revealed that life coherency, intrinsic values, and experimental aspects of spirituality were related to these measures even after controlling for other dimensions of spirituality. Regression Analysis demonstrated the unique contribution of these three aspects of Spirituality to the prediction of depression and of intrinsic spiritual values to the prediction of life satisfaction.

Saidy et al. (2009) discussed the importance of emotional and spiritual intelligence from the National Education philosophy towards language performance of secondary school students. Five dimensions of emotional intelligence by Goleman Self Awareness, Self control, motivation, empathy and social skill were discussed and the adaptation suitability of integrated Spiritual Intelligence Scale was discussed for the purpose of measuring spiritual intelligence. The awareness of the needs to enhance secondary students’ language skills through emotional and spiritual balance should be given emphasis in the current educational system.

Green and Noble (2010) studied that college and university students are curious to
explore the questions regarding spirituality through higher education. An integral approach to the study of consciousness addresses this gap by examining theories of consciousness and spirituality from diverse epistemological perspectives, including Western science and non-Western wisdom traditions. This study explored the intellectual and personal effects of this approach for undergraduate students about consciousness. Results showed that students became more open to diverse ideas about consciousness, more self-aware, and more committed to meditation and self-reflection.

Hosseini et al. (2010) reviewed articles about adolescence, its relation to spiritual intelligence and the related theories. Spiritual intelligence had a significant influence on the quality of life and it goes without saying that adolescence is a sensitive period which requires specific training to make a brighter future and be exposed to the difficulties. Spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. The results showed that conceiving spirituality as a sort of intelligence extended the psychologist’s conception of spirituality and allowed its association with the rational cognitive processes like goal achievement and problem solving. Thus it is concluded that emotional intelligence allowed us to judge in which situation we were involved and then to behave appropriately within it while spiritual intelligence allowed us to ask if we want to be in this particular situation in the first place.

Saghravani, S. (2010) found that when most people have might ignore other complex applications of their mind. Due to this thought sometimes when people feel that their intelligence is low, that may be disappointed about their abilities and think that their activities may not pull a result.

Chin et al. (2011) studied that organizations require its employees to be more committed as well as to have a better cohesive working interrelationship. Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Spiritual intelligence is the set of abilities that individuals use to apply,
manifest and embody spiritual resources, values and qualities in ways that enhance their daily functioning and well-being. With both these intelligences happening in the workplace, the environment will be more conducive. A better working environment relates to a higher level of productivity.

Danboltab et al. (2011) examined religiousness and spirituality in patients with schizophrenia spectrum disorders. Features and subjective significance are described, and associations with psychopathological phenomena are analyzed. The majority of the patients reported that religiousness and spirituality serve a vital positive influence in their ability to cope with their disorder. This positive influence was observed less among those patients with more negative symptoms. The spiritual experience of a divine presence was a common part of spirituality for our respondents, independent of psychopathology, whereas more extraordinary spiritual experiences were associated with certain psychopathological symptoms. Religious patients ruminated less than nonreligious patients did on existential issues, especially regarding the meaning of life, which, together with self-acceptance, was among the key existential issues for these patients.

Jeloudar et al. (2011) analyzed the spiritual intelligence level of teachers employed in government secondary schools in Malaysia, based on selected demographic variables. The sample of the study comprised 203 teachers. The findings of the study showed that there was a significant difference between teachers’ gender and their spiritual intelligence, but differences were also evident between teachers’ age groups and their spiritual intelligence. Furthermore, a significant relationship was noted between teachers’ spiritual intelligence and the six strategies of classroom discipline, including discussion, recognition, involvement, hinting, punishment, and aggression.

Moosa and Ali (2011) examined the relationship between parenting styles and spiritual intelligence among high-school students. Results showed that parenting styles can predict spiritual intelligence. Authoritative parenting style had a positive and significant relationship with spiritual intelligence but authoritarian and neglecting parenting styles had negative and significant relationship. Permissive parenting style had no significant relationship.
Babanazari et al. (2012) investigated the relationship between spiritual intelligence and happiness for Adolescents in High School. The results of the study showed that there was a significant relationship between spiritual intelligence and happiness. Regression analysis showed that awareness sensing, mystery sensing, value sensing and community sensing significantly anticipated happiness.

Doostar (2012) measured spiritual intelligence and surveyed the relationship between spiritual intelligence and organizational citizenship behavior of employees in hospitals and health centers. He also studied the relationship between each of the components of spiritual intelligence and organizational citizenship behavior. The results showed that there was significant relationship between spiritual intelligence and organizational citizenship behavior.

Gupta (2012) explained the relationship of spiritual intelligence and emotional intelligence with self efficacy and self regulation among college students. Wolman’s (2001) Psycho matrix Spirituality Inventory (PSI), a 4 point scale, self reported 49 items questionnaire covering 7 Spiritual factors (divinity, mindfulness, extrasensory perception, community intellectuality, trauma, and childhood spirituality) was used to measure spiritual intelligence of 40 male and 40 female students of Krukshetra University Haryana. Product moment method of correlation and t test were used for data analysis. The findings showed that spiritual intelligence and emotional intelligence were positively and significantly correlated with self efficacy and self regulation. Significant difference has been found among male and female students in terms of emotional intelligence, self efficacy and self regulation. In the total sample of spiritual intelligence significant difference existed but significant difference did not exist among male and female students in terms of certain dimensions of spiritual intelligence. Males are better in terms of spiritual intelligence, emotional intelligence as comparison to female.

Khadivi et al. (2012) investigated the relationship between spiritual intelligence and self-esteem with students’ educational improvement. The results of the study indicated that there was a significant and direct relationship between spiritual intelligence and students’ self-esteem. There was no significant relationship between
spiritual intelligence and students’ educational improvement, however. The study showed that the spiritual intelligence of boys and girls is the same. Girls’ self-esteem is more than boys, but boys’ educational improvement is more than girls. Also, the results of multiple regression displayed that among the four variables of spiritual intelligence. The spiritual belief, the capability of dealing with problems, self-consciousness, interest, and moral beliefs consisted the 46% of students’ self-esteem.

Khoshtinat (2012) studied the relationship between spiritual Intelligence and religious coping among the university students Sample size was 400 and applied t test, Pearson correlation test, kai square and logistic correlation tests for analyzing the data. The analysis showed that Spiritual Intelligence and its components namely the existential status of critical thinking; personal interpretation, divine consciousness and transcendental consciousness are significantly higher than average among male and female students.

Prarthna (2012) recommended the teaching of emotional and spiritual competencies and values to students for conflict resolution and violence prevention. Conflict resolution and violence prevention programme helps create an open, positive, peaceful campus environment emphasizing tolerance and acceptance of intellectual, cultural as well as religious differences(diversities).Educational Institution should emphasize and inculcate values of love, compassion, empathy, respect, tolerance and peace among students to produce responsible citizens. Spirituality based conflict resolution strategies and principles offers institutions the tools for transforming themselves into true student centered learning community where diversity is seen as strength and conflict is viewed as an opportunity to learn and grow.

Shabani et al. (2012) examined whether, Spiritual Intelligence (SI) and Emotional Intelligence (EI) can be considered as predictor for Mental Health (MH). Also, this study explored the moderating effects of gender on the link between spiritual intelligence and Emotional intelligence with Mental Health among high school students. The participants in the study were 247 high school students, (124 male and 123 female, in the age range between 14-17 years old). The research design was an ex post facto and tested the alternative hypotheses. Three valid and reliable instruments
were used to assess, spiritual intelligence Emotional intelligence and Mental Health. Descriptive statistics, multiple and moderated regression analysis were used to analyses the data. The result demonstrated that Mental Health can be influence by spiritual intelligence and Emotional intelligence. In addition, the moderating effect of gender on the relationship of spiritual intelligence and emotional intelligence with Mental Health was not established.

Kaur and Singh (2013) studied spiritual intelligence and factor structure underlying Spiritual Intelligence (SI) of prospective engineers and teachers. It was found that there was no significant effect of gender, locality and family status on the factors underlying Spiritual Intelligence except in the domain of extrasensory perception (males> females) and mindfulness (high class> middle class) in case of engineering students and community (middle class> high class), trauma (middle class> high class) and intellectuality (middle class> high class) in case of teacher training students. It was concluded that spiritual intelligence of the students should be enhanced for betterment of society.

2) Studies related to Goal Orientation

Midgley et al. (1998) made a distinction among conceptually different achievement goal orientations including the goal to develop ability (task goal orientation), the goal to demonstrate ability (ability-approach goal orientation), and the goal to avoid the demonstration of lack of ability (ability-avoid goal orientation). The results of studies conducted with seven different samples of elementary and middle school students were used to describe the internal consistency, stability, and construct validity of the scales. Comparisons of these scales with those developed by Nicholls and his colleagues provide evidence of convergent validity. Confirmatory factor analysis attests to the discriminate validity of the scales.

Al-Emadi (2001) tested a model of relations among goal orientation, study strategies and achievement. The model postulated that academic achievement and goal orientations are related where achievement is related positively to mastery and performance goals but related negatively to avoidance. The mastery goal emerged as a positive predictor of deep processing but a negative predictor of disorganization; the
performance goal emerged as a positive predictor of surface processing and deep processing and a negative predictor of disorganization. The performance avoidance goal was posited as a positive predictor of disorganization, but a negative predictor of deep processing and surface processing. As predicted, the mastery goal was a positive predictor of deep processing, the performance goal was a positive predictor of surface processing and avoidance was a positive predictor of disorganization. Achievement was a positive predictor of both surface processing and disorganization.

Jagacinski & Duda (2001) examined three popular measures of task and ego achievement goal orientations in terms of factorial and construct validity, internal consistency reliability, and distributional characteristics. College students completed the ability and Task Orientation scales from the Patterns of Adaptive Learning Survey, Task and Ego Motivational Orientation Scales, and the General Learning and Performance Goal Orientation Scales. The results showed that the first two sets of scales assessed goal orientations for schoolwork, whereas the third is more general. To assess construct validity, the scales were correlated with the Jackson Achievement Orientation Scale, beliefs concerning the role of effort and ability in success, and interest/enjoyment of and boredom with schoolwork. The PALS scales generally fared the best in terms of distributional characteristics, factorial validity, and construct validity.

Arias (2004) analyzed the classic and reformulated versions of goal orientation theory looking at assumptions, empirical evidence, inconsistencies and research developed along both lines of study. Finally it evaluated implications in carrying some of these insufficiently verified principles into educational practice.

Escribe and Huet (2005) examined how the accessibility of knowledge and achievement goals affects the maintenance of a categorization strategy, recall performance and perception of the strategy among human science university students in France. The results showed that learning goal promoted maintenance of the categorization strategy and perception of its utility while performance goals only maintained this strategy & perceptions.

Mattern (2005) compared the achievement patterns of students who held both goals
simultaneously to students who held either mastery or performance goals only. Data was collected within a foundational teacher education course from 143 students, a portion of whom were found to hold high mastery goals (mastery oriented), high performance-approach goals (performance-approach oriented), and high mastery and high performance goals (multiple goal orientation. A significant difference was found between the high mastery group and the high performance group.

Andriessen et al. (2006) studied future goal setting, task motivation and learning of minority and non minority students in Dutch schools. The sample consisted of 279 minority students (Turkish and Moroccan origin) and 229 non minority (native Dutch) students of secondary schools. Task motivation and adaptive learning emerged as the influential predictors of both minority and non minority students. Future goals were strongly related to more task motivation and indirectly to more adaptive learning strategies.

Was (2006) attempted to include self implicit theories of intelligence in a measure designed to capture the basic distinctions between mastery, performance approach, performance avoidance and work avoidance goal orientations. The results showed the inclusion of self implicit theories of intelligence in achievement goal orientation was necessary. This perception may be fundamental to the way students approach achievement tasks in academic settings.

Leondari & Gonida (2007) studied the relationship between academic self handicapping, goal orientation (task, performance-approach, and performance avoidance), social goals, future consequences and achievement in mathematics. Participants were 702 upper elementary, junior and senior high school girls and boys students. On the total sample self handicapping was positively related to performance goal orientations and negatively to achievement in mathematics. Hierarchical regression analysis showed that the association between achievement in mathematics and self handicapping was mediated by performance-avoidance goals in upper elementary and junior high schools. Task goal orientation was a negative predictor of self handicapping in senior high school.

Chouinard et al. (2007) studied the relations between competence beliefs, utility
value and achievement goals in mathematics among secondary school students. Results showed that mastery emerged as the influential predictor on students’ effort in learning of mathematics. Competence beliefs, utility value, achievement goals and effort were not significantly influenced by age and gender in mathematics.

Roebken (2007) examined the relationship between student goal orientation and student satisfaction, academic engagement, and achievement. Using data on 2309 college students from the University of California Undergraduate Experience Survey (UCUES), this study analyzed the relationship between different types of goal orientations and student behavior and academic outcomes and explored how students can be classified according to their goal orientation, how multiple achievement goals relate to different socio-demographic characteristics and the relative influence of goal orientation on indices of satisfaction, achievement, and academic engagement among undergraduate students were assessed. The results supported the notion that students pursuing both mastery and performance goals were more satisfied with their academic experience, show a higher degree of academic engagement, and achieve better grades than students who pursue a mastery orientation alone or a work avoidance/performance orientation. One practical implication of the study of goal orientation is that student applicants could be screened on the basis of both a high mastery as well as a high performance orientation.

Harris et al. (2008) investigated the influence of mastery and performance goals on the nature of children’s collaborative participation while playing a programme solving computer game with a peer. The findings showed that children who were assigned mastery goals engaged in significantly more collaborated problem solving discussion whilst children who were assigned performance goals engaged in more executive help seeking and displayed lower levels of metacognitive control.

Phan (2008) studied the impact of the classroom climate and how this psychosocial milieu may influence students’ engagement in achievement goals and reflective thinking practice in learning. The result showed that the predictive effects of different facets of the classroom learning environment on mastery and performance (approach, avoidance) goals, and the four phases of reflection. Mastery and performance (approach & avoidance) goals also exerted direct effects on the four phases of
reflection. The antecedents of academic performance included students’ involvement and performance approach goals. Psychosocial milieu of the classroom contributes to students’ achievement goal orientations and their engagement in reflective thinking practice.

Cano and Berben (2009) aimed to explore the relationship between Students’ approaches to learning and achievement goals to identify subgroups of students with multiple achievement goals and differences between these subgroups with respect to various Students’ approaches to learning and achievement goals characteristics. Students’ approaches to learning and achievement goal variables were moderately associated and related to both the way students perceived their academic environment and the way they conceived of the nature of mathematics. Differences were analyzed, between subgroups and attributed them to various constructs including perceptual-cognitive framework, learning approaches, and academic performance. The study revealed a consistent pattern of relationships between Students’ approaches to learning and achievement goal perspectives across different methods of analysis.

Muis et al. (2009) studied traditional psychometric and modern Rasch-model analyses of the Achievement Goals Questionnaire (AGQ) and the Patterns of Adaptive Learning Scale (PALS) for the assessment of Goal orientation achievement. Rasch analyses revealed that estimates of reliability for items were very good but respondent ability estimates varied from poor to good for both the AGQ and PALS. These findings indicate that items validly and reliably reflect a group's aggregate goal orientation, but using either instrument to characterize an individual's goal orientation is hazardous.

Meyer et al. (2009) investigated interrelationships between self-reported motivation orientations and achievement outcomes on the National Certificate on Educational Achievement (NCEA), a standard-based, criterion-referenced assessment system for senior secondary students. Results using factor analyses and regression analysed revealed that several theoretically meaningful self-reported motivation orientations were strongly related to actual achievement including (high achievement) and (low achievement).
Phan (2009) proposed and tested a conceptual model of relationships among Future Time Perspective (FTP), esp. beliefs, achievement goals (mastery, Performance Approach, Performance Avoidance), Study processing strategies and academic performance. Results showed that no gender differences in the five theoretical frameworks or academic performance.

Liu et al. (2009) identified students' achievement goal profiles at an intra-individual level. Cluster analysis was performed to identify distinct subgroups of students with similar achievement goal profiles. The result indicated that clusters with high achievement goals and clusters with moderately high goals had the most positive psychological characteristics and perceived outcomes.

Diseth and Kobbeltvedt (2010) investigated the relationship between achievement motives, achievement goals, learning strategies and academic achievement in a hierarchical model. The result showed that academic achievement (examination grade) was positively correlated with performance-approach goal, mastery goal, and strategic learning strategies, and negatively correlated with performance-avoidance goal and surface learning strategy. A path analysis (structural equation model) showed that achievement goals were mediators between achievement motives and learning strategies, and that strategic learning strategies mediated the relationship between achievement goals and academic achievement.

Cianiet al. (2011) used self determination theory (SDT) to understand why students enter classes with particular achievement goal profiles. Results indicated that students’ autonomy and relatedness need satisfaction in life predict their initial self determined class motivation, which in turn predicts initial mastery – approach and avoidance goals and perceived teacher autonomy support buffered against the general decline in students’ mastery-approach goals over the course of the semester.

Schwinger & Stiensmeier (2011) studied the relationship between students’ perceptions of classroom goals and their endorsement of personal achievement goals (i.e.) their perception of mastery, performance-approach, and performance-avoidance goals in the classroom. Through hierarchical linear modeling (HLM) analysis all three classroom goals showed unique associations with students’ personal goal adoption.
The findings suggested that multiple classroom goals have interactive effects on students’ personal achievement strivings.

Svanum and Aigner (2011) examined the within course relations of a set of variables often implicated as potential contributors to the grade-student rating relation. Measures of course mastery and performance goals, expected grades, course effort, cumulative GPA, and final course grade were prospectively collected. Result indicated that all variables predicted course satisfaction, Grades had a moderately strong effect and students high on mastery course goals evaluated the course more positively whereas students high on performance goals provided less favourable evaluations.

Khairi et al. (2012) aimed at finding the effects of type of sport, gender, personality and goal orientation on the sport ethics of student athletes. 399 student athletes (including 208 females and 191 males) from 11 universities participated in this study. The participants were selected through cluster sampling method. They were representatives of all university students all over the country. The final aim of the present research was to design a model based on drawing the path of the effect of the predictive variables of type of sport, gender, personality and goal orientation (as the internal independent variable) on sport ethics (criterion variable). The model’s hypotheses were tested by analyzing the data collected through a questionnaire which included four subscales as well as through multivariate regression method. The results showed that personality had significant direct and indirect effects on the levels of sport ethics of the student athletes (through goal orientation) (" = 0.05). Gender was only affected indirectly through goal orientation; however, (individual/team) type of sport had no effect on the levels of sport ethics.

Senko et al. (2012) tested the hypothesis that students pursuing mastery goals favour instructors who stimulate and challenge them intellectually, whereas those pursuing performance goals favour instructors who present material clearly and provide clear cues about how to succeed. The result showed that mastery goals predicted greater demand for professors who intellectually challenge students and possess topic expertise, whereas performance goals predicted high demand for professors who present material clearly and provide clues about how to succeed in the course.
3) Studies related to Character

Calabrese and Roberts (2002) described character at the core of leadership. Leaders with virtuous character provide benefits to their schools and communities whereas; the leaders with character flaws create harm for themselves as well as for their community. The ethical lapses among teachers, principals and superintendents create an even larger issue when one considers the fiduciary trust placed in educators by the public character development requires behavior change as well as knowledge acquisition. Incorporate behavior changes into university administrator preparation programs require faculty to consider as how the findings in neuroscience as how the brain learns and the incorporation of these findings into program design and instruction.

Gillespie et al. (2003) studied to determine whether Cloninger’s revised 7-factor model of personality showed incremental validity over his four dimensions of temperament. A sample of 2517 Australian twins aged over 50 between 1993 and 1995 returned completed self-reported measures of Self-directedness, Cooperativeness, and Self-transcendence from Cloninger’s Temperament and Character Inventory. Many of these twins had participated in a 1988 study containing Cloninger’s temperament measures of Harm Avoidance, Novelty Seeking, Reward Dependence and Persistence. Contrary to theoretical expectations, univariate analyses revealed that familial aggregation for the character dimensions could be entirely explained by additive gene action alone. Although temperament explained 26, 37 and 10% of additive genetic variance in Self-directedness, Cooperativeness and Self-transcendence, respectively, seven genetic factors were required to explain the genetic variance among the TPQ dimensions, and almost all of then on-shared environmental variance was unique to each dimension of character. The results indicated that the inclusion of all seven dimensions in taxonomy of personality was warranted.

Harman and Doris (2003) are of the opinion that experimental studies of human behaviour give good grounds for denying the very existence of moral character. This research, according to the authors showed human behaviour to be dependent not on character but mainly on one’s ‘situation’. Herman and Doris developed a number of criticism of this view, among them that social science experiments are ill suited to
study character, in so far as they do not estimate the role of character in continuously shaping the direction of one’s life including what situations one is apt to get into the first place.

Marteinsdottir et al. (2003) investigated personality dimensions by means of the Temperament and Character Inventory (TCI) in subjects with social phobia with or without a co-existing avoidant personality disorder. Thirty one individuals with social phobia were recruited through advertisement and diagnosed with the structured clinical interview for psychiatric disorder. The social phobia subjects as compared to healthy controls of the same age, scored significantly higher in the TCI dimension measuring harm avoidance but significantly lower in persistence, self directedness, cooperativeness and self transcendence. Presence of avoidant personality disorders in the social phobia subjects was associated with significantly higher harm avoidance particularly on the subscale shyness with strangers. In conclusion, individuals with social phobia were characterized by high comorbidity of avoidant personality disorders and deviations in TCI personality dimensions. Enhanced harm avoidance was the most prominent personality trait. The observed deviations in TCI dimensions were primarily related to the social phobia itself and not to the presence of concurrent personality disorders.

Carr (2004) discussed that it is a central to virtue ethics both that morally sound action follows from virtuous character is itself the product of habitual right judgment and choice that, in short, we choose our moral characters. However, any such view may appear to encounter difficulty in those cases of moral conflict where an agent can not simultaneously act (e.g.) honestly and sympathetically, and in which the choices of agents seem to favour the construction of different moral characters. Carr argued against counter arguments, for a view of virtue ethics which embraces the diversity of moral character.

Burley and Freier (2004) described a Gestalt Model of character structure and function from the point of view of Gestalt process theory in coordination with E.Tulving’s (1985) concept of procedural memory from cognitive and development psychology. Most theories of behaviour and therapy have tended to focus on why
behaviours are present. By contrast, the theory and practice of Gestalt therapy has focused primarily on how behaviours are present. Current development research was used to clarify how character as an operating system is developed. This conceptual framework permits a description of how character functions and how implications for creating change in psychotherapy.

Parket al. (2004) investigated the relationship between various character strengths and life satisfaction among 5,299 adults from three Internet samples using the Values in Action Inventory of Strengths. Consistently and robustly associated with life satisfaction were hope, zest, gratitude, love, and curiosity. Only weakly associated with life satisfaction, in contrast, were modesty and the intellectual strengths of appreciation of beauty, creativity, judgment, and love of learning. In general, the relationship between character strengths and life satisfaction was monotonic, indicated that excess on any one character strength does not diminish life satisfaction.

Lapstey and Power (2005) in the title of their work gave the premise and structure. The central premise is that important insights about character and character education will be forthcoming only when there are adequate advances in character psychology. How one understanding the moral formation of persons must be conditioned on what we know about personality and development. How we manage the moral education of character must be conditioned on what we know about selfhood and identity. They examined critical issues in character psychology, where character psychology is understood broadly to include not only psychological literatures that address moral functioning, but also recent trends in ethic that take these literatures seriously as a point of departure for ethic theory. They described the challenge of character education in several contexts, including schools, families and sports. And they also identified a number of unifying themes evident among the various chapter along with five prospects for productive interdisciplinary work in chapter psychology and education.

Sarros et al. (2005) examined self assessed character among Australian managers in relation to selected demographic variables of these managers, and to establish the initial psychometric properties of the virtuous Leadership Scale used to measure dimensions of character. Data were collected through a national online survey of
managers utilizing the membership base of the Australian Institute of Management. The findings revealed that self-assessed character is multifaceted and varies across specific demographics (gender, age, level of seniority, years as an executive).

Greenway et al. (2007) described that people use both positive and negative religious coping strategies, and do so in the context of how they perceive their relationship with God, which means that both require individuals to acquire some degree of Self Transcendence. The study attempted to show that Self Transcendence is incorporated in both positive and negative coping strategies. The sample consisted of 190 practicing Anglicans and Catholics. They completed RCOPE from which two variables measuring positive coping and negative coping were then constructed, the Self Transcendence Scale (ST) the item content of which is largely positive and the Spiritual Transcendence Scale (STS) of the Temperament and Character Inventory, which acknowledges negative as well as positive experiences. They also completed a scale; God cares, measuring a person’s perception of God as caring. In a series of hierarchical regression analyses, all three variables, the perception of God as caring, and both the positive and negative coping variables predicted Self Transcendence and all of its subscales except one. The positive coping variables largely predicted STS, the perception of God as caring variables less so and the negative coping variable not at all. The findings were interpreted as suggesting that both perceiving God as caring and using positive coping strategies limit the problematic feelings associated with negative coping strategies, allowing the Self Transcendence implicit in them to appear.

Greenwood (2007) studied the relationship between the positive youth development constructs of character and caring with achievement goal orientation and ability level variables associated with achievement goal theory in the context of organized American football. Participants were male adolescents attending an intercollegiate football skills camp. The result showed relationship between increased self reported ability level and the measure of character as well as support for an interaction between ability level and orthogonal achievement goal orientation on the measure of character.

Revell and Arthur (2007) explored students teacher’s attitudes to and experience of character and values education in schools and looks at their assessment of the
opportunities provided by schools for the development of character. The data from over 1000 student teachers in two universities indicated that while they are overwhelmingly in favour of developing their skills in the area of moral development, their opportunities to do this are uneven and are dependent on their course and their teaching placement school. Whilst character education is seen as part of citizenship education in the school curriculum in England, the data indicated that it is not part of the formal curriculum of teacher education.

Wilhelm (2008) described character broadly by leading authorities, including concepts such as practicing apt behavior and teaching right from wrong. Virtue and moral undertones tend to pervade most experts use of character, although in secular settings, the notion of ethics is more prominent. Overall, developing in students a desire for the good is how most authorities understand the construct. Implementing character in the public and Christian schools, apart from Judeo-Christian view of the construct, leaves schools open to values clarification, situational ethics, and other post modern foundational options. Character development, at least at the conceptual level, is at the heart of all education –Christian or non-Christian.

Mehdi & Jorg (2009) investigated relationships between temperament, character, and anger experience, control, and expression. The Temperament and Character Inventory, the Symptom Checklist 90-R, and the State Trait Anger Expression Inventory were completed by 103 Police trainees. Personality scores were of greater significance compared to SCL-90-R scores for most of the STAXI-2 subscales while the scores of both personality and mental health contributed by a similar amount to trait anger. Temperament subscales explained a much greater amount of anger expression-in variance while variance of character subscales explained more of the variance in anger V, angry reaction, state, and trait anger. Character was found to be superior to temperament in the determination of anger, supporting a cognitively focused definition of anger.

Cloninger (2011) studied how well personality accounts for health's affective aspects (i.e., “happiness”) and its non-affective aspects (i.e., “wellness”) in the general population. 1102 volunteer representatives of the Sharon area of Israel completed the Temperament and Character Inventory (TCI), the Positive and Negative Afiect Scale
(PANAS), the Satisfaction with Life Scale (SWLS), the Multidimensional Scale of Perceived Social Support (PSS), and the subjective health assessment of the General Health Questionnaire (GHQ). Multidimensional personality profiles were used to evaluate the linear and non-linear effects of interactions among dimensions on different aspects of well-being. The results showed that Self-directedness was strongly associated with all aspects of well-being regardless of interactions with other dimensions. Cooperativeness was strongly associated with perceived social support, and weakly with other aspects of well-being, particularly when Self-directedness was low. Self-transcendence was strongly associated with positive emotions when the influence of the other character dimensions was taken into account. Personality explained nearly half the variance in happiness and more than one-third of the variance in wellness. The emotional, social, and physical aspects of well-being are interdependent, but specific configurations of TCI Self-directedness, Cooperativeness, and Self-transcendence influence them differentially. Interactions among different combinations of character traits have strong effects on the perception of both wellness and happiness.

Top (2012) explored whether character education has an impact on preventing school violence through the virtues that it provides, and whether character education influences the achievement of children in schools. Character education has been a valuable asset in prevention-based strategies. Prevention education is the key in addressing school violence (Miller, Kraus, & Veltkamp, 2008). It has been posited that there is a need to educate students about character education through curricular programs in order to create safe and effective academic learning environments (Colorado State Department of Education, Denver, 2000; Robelen, 2001). In addition, researchers have identified the negative relation between violence and moral education.

Ahmad & Ghosh (2012) conducted a comparative study related with moral values, social maturity and life satisfaction amongst male and female college students. The findings revealed that the college students do not differ significantly in Moral Value, Social Maturity and Life Satisfaction on the basis of Medium of study, Family type, family members, fathers’ and mothers’ education.
Wood (2012) studied 20 elementary schools in Hawaii and found that a program to build social, emotional and character skills resulted in significantly improved quality of education. The program, which is centered on activities to build character, only takes about an hour a week away from traditional education, but has led to fewer suspensions, lower absenteeism, and better reading and math scores on standardized tests. The new trend, called social-emotional and character development, involves teacher and staff training, parent and community involvement, and continued positive reinforcement. Lessons include topics related to self-concept, physical and intellectual actions, managing oneself responsibly, getting along with others, being honest, and self-improvement.

Psychologists at the University of Edinburgh (2012) studied more than 800 sets of twins found that genetics were more influential in shaping key traits than a person's home environment and surroundings and said that genetically influenced characteristics could well be the key to how successful a person is in life. A series of questions were used to test how they perceived themselves and others. The results were measured according to the Ryff Psychological Well-Being Scale which assessed and standardized these characteristics. The research team found that identical twins -- whose DNA is exactly the same -- were twice as likely to share traits compared with non-identical twins. According to Psychologists the findings were significant because the stronger the genetic link, the more likely it is that these character traits are carried through a family. It was also found that genetic influence was strongest on a person's sense of self-control. Researchers found that genes affected a person's sense of purpose, how well they get on with people and their ability to continue learning and developing.

Sethi et al. (2012) studied in this article the role of morality and spirituality for character building. It articulated the spiritual principle and its rationale. It looked at the development of the human condition in the light of spiritual principles. It proposed a way of moral living as a means of identifying an individual human spirit with the universal spirit. Merging of the individual spirit with the universal is seen as the ultimate development of human character and its ultimate goal.
After collecting the related literature for all the three variables from different journals, books, encyclopedia and websites, the researcher has now come to a valid conclusion that as far as Spiritual Intelligence is concerned it is relatively a new concept and little work has been done on it. Now a days it is demand of the time to develop spiritual intelligence among students as they are lacking moral values and aims for preventing violence in educational institutions. Emmons (2000a, 2000b) considers Spiritual Intelligence as a part of intelligence and relates it to goal attainment. According to Esquith (2003) Academic achievement is bond to critical thinking skills (a sub dimension of Spiritual Intelligence).

Goal Orientation is a very important variable in educational field. Goal theory originated early in the 20th century but became a particularly important theoretical framework in the study of academic motivation after 1985. Goal Orientation theory examines the reasons why students engage in their academic work. Nearly two decades of research from about 1985 into the early 2000s on achievement goal orientations offered educators a number of practical implications for classrooms. As educators think more critically about the types of goals that teachers and schools foster in their students, they may be better able to shape the motivational patterns adopted by children and adolescents in school settings.

Character has been a topic of discussion from time immemorial (Sabini & Silver, 1998) found an aesthetic and moral basis of character. Calabrese & Roberts (2002) described character at the core of leadership. Leaders with virtuous character provide benefits to their schools and communities. Greenwood (2007) studied the relationship between the positive youth development constructs of character and caring with achievement goal orientation and ability level variables associated with achievement goal theory. Sethi et. al (2012) looked the development of the human condition in the light of spiritual principles.

Therefore researcher has made a modest attempt to understand the relationship among all these variables Spiritual Intelligence, Goal Orientation and Character. Also the researcher is concerned with finding out the multiple regression analyses and differences among these variables. Moreover all the three variables are very important in the present educational setting so how far are they related with each other may
prove to be a novel research according to the researcher.

The researcher has taken these variables in the present study. Goal Orientation and Character are for long accepted as part of educational aims. The researcher in the present study has taken Goal Orientation and Character as independent variables. Spiritual Intelligence is relatively a new concept and it has been treated as dependent variable in the present study.