CHAPTER-3
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CHAPTER-3

REVIEWS RELATED TO THE PREVIOUS STUDIES

3.1.0 Introduction

The present knowledge is an outcome of the various methods. Knowledge gained by research is of highest order. It is not based on assumption, beliefs and untested generalizations. Research takes advantage of the 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 a study planned and proposed by a researcher. To seek knowledge of the previous work; a researcher must develop scholarship and willingness to spend long hours to collect and review all form of past knowledge related to the study. A careful survey and review of Internet, research journals, books, dissertation, thesis and other sources of information pertaining to the problem to be investigated as one of the important steps in the planning of any research study.

3.2.0 Importance of Reviews of Related Literature

The search for related material is a time consuming but fruitful phase of any research programme. It helps researcher to find out what is already known; what others have attempted to find out; what methods of research have been promising and what problems remain to be solved. A review of literature is an integral part of the thesis or dissertation. The main purpose of the review of related literature is to analyze Spiritual intelligence in other researches that is used for investigation critically. Every piece of ongoing research need to be connected with work already done to get an overall relevance and purpose of current research. According to John Best & James Kahan(1986),

"Since effective research is based upon past knowledge, this steps helps to eliminate the duplication of that has been done and provides useful hypothesis and helpful suggestion for significant investigation"

Its importance can be expressed by the help of following facts:

- Reviewing related literature serve abridge between the research proposed and studies already done.
- It acquaints the researcher about aspects that have been already been established
- It also gives an opportunity to appreciate the evidences that has already been collected by the previous research.
Reviewing related literature sharpens the vision of the researcher and helps to differentiate the present research from the past.

It helps to see the problem with new dimensions and find something that is fruitful for present society and this is only possible if the researcher is well-acquainted with past related literature.

Thus, review of related literature is very important aspect of any research both for planning work as well as to show its relevance and significance. It further enables the researcher and the reader to acknowledge completely with the variable or the factor or the terms in the study.

3.3.0 Review of Related Previous study

Reviewing all the major studies of the past the researcher takes care to deliberate whether any study that has been done can be inter-related with the present topic of investigation. The reviews of the related literature which are directly or indirectly connected with the topic related to the present problem are as follows:

: National Researches :

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<td>A Study of Spiritual Intelligence of Prospective Teachers in Relation to Certain Variables</td>
<td>Shirin R. Jadav</td>
<td>Ph.D.</td>
<td>2012</td>
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Objectives

1. To construct and standardize Spiritual Intelligence Scale for Prospective Teachers studying in Gujarat State’s Universities.
2. To Study Spiritual Intelligence of Prospective Teachers in relation to Universities.
3. To Study Spiritual Intelligence of Prospective Teachers in relation to Area.
4. To Study Spiritual Intelligence of Prospective Teachers in relation to Gender.
5. To Study Spiritual Intelligence of Prospective Teachers in relation to Their Religion.
6. To Study Spiritual Intelligence of Prospective Teachers in relation to Educational Qualification.
7. To Study Spiritual Intelligence of Prospective Teachers in relation to Caste.

- **Population**
  
  The male and female trainees of the year 2010-11 of B.Ed. colleges of Gujarat State’s Gujarati Medium were the population for the study.

- **Sample**
  
  For the present study stratified clustered sampling technique was adopted for the selection of sample. The sample comprised of 212 females and 382 male trainees and among them were 424, 50 and 120 trainees of arts, commerce and science faculties respectively.

- **Research Method**
  
  In the present research the researcher used descriptive method for data collection.

- **Research Tool**
  
  For this study investigator used self-constructed Spiritual Intelligence Scale. This scale is in the form of five point rating. The final scale contains 60 statements. Among them 49 statements are positive and 11 statements are negative.

- **Method of Analysis**
  
  In the present research the researcher used T-Score, Percentile rank, average, standard deviation, F-values and t-values for testing the null hypothesis.

- **Findings**
  
  1. Factors like Awareness, kindness or mercy, meaning of life, best of among all and truth found positive in Prospective Teachers.
  2. Prospective Teachers found self motivated and mentally absorbed or concentrated.
  3. Prospective Teachers believing to enjoy and giving respect to beauty pervaded in nature and they believe to enjoy every moments of life.
  4. Prospective Teachers believing that life has certain motive and serving or help other is a true spirituality.
  5. Prospective Teachers believing that in different situation behave in control to the people and developing self by self exercise.
  6. Teachers think internal peach and self confidence is necessary.
  7. Hemchandaracharya North Gujarat University’s Prospective Teachers having more positive spiritual intelligence than Gujarat University’s Prospective Teachers.
8. Hemchandaracharya North Gujarat University’s Prospective Teachers having more positive spiritual intelligence than Veer Narmad South Gujarat University’s Prospective Teachers.

9. Hemchandaracharya North Gujarat University’s Prospective Teachers having more positive spiritual intelligence than Sardar Patel University’s Prospective Teachers.

10. Hemchandaracharya North Gujarat University’s Prospective Teachers having more positive spiritual intelligence than Saurastra University’s Prospective Teachers.

11. Hemchandaracharya North Gujarat University’s Prospective Teachers having more positive spiritual intelligence than Saurastra University’s Prospective Teachers.

12. Gujarat University’s Prospective Teachers having more positive spiritual intelligence than Veer Narmad South Gujarat University’s Prospective Teachers.

13. Sardar Patel University’s Prospective Teachers having more positive spiritual intelligence than Gujarat University’s Prospective Teachers.

14. Prospective Teacher’s of Veer Narmad South Gujarat University and Sardar Patel University found equal level of Spiritual Intelligence.

15. Veer Narmad South Gujarat University’s Prospective Teachers having more positive spiritual intelligence than Saurastra University’s Prospective Teachers.

16. Sardar Patel University’s Prospective Teachers having more positive spiritual intelligence than Veer Narmad South Gujarat University’s Prospective Teachers.

17. Prospective Teachers of Urban area having more positive spiritual intelligence than prospective teachers of rural area of Gujarat state.

18. Female Prospective Teachers of having more positive spiritual intelligence than Male prospective teachers of Gujarat state.

19. Hindu and Muslims Religious prospective teachers of Gujarat state found equal level of spiritual intelligence.


22. Those prospective teachers of Gujarat state who’s educational qualification was Graduate and Post graduate found equal level of spiritual intelligence.

23. Prospective teachers of Reserve Caste and General Caste of Gujarat state found equal level of spiritual intelligence.

Study : 2

Title : Enhancement of Emotional Intelligence and Spiritual Intelligence Among B.Ed. Students Teachers

Researcher : Sam Thomas Joy

Year : April-2011

Degree : Ph.D.

University : The Maharaja Sayajirao University of Baroda

URL : http://shodhganga.inflibnet.ac.in/handle/10603/7425

Objectives :

1. To develop various strategies for the enhancement of EI and SI of the sampled student-teachers.

2. To study the effectiveness of the developed strategies for EI and SI in terms of the student-teachers’ responses before and after the implementations.

Population :

The target population of the present study refers to all the B. Ed student-teachers of colleges of Teacher Education colleges affiliated to Mahatma Gandhi University, Kottayam, Kerala only.

Sample :

In the present study, randomly select one group of B. Ed student-teachers as the Control Group and another as the Experimental Group from the six colleges, where the concerned college authorities were willing to permit the Enhancement Programme. Hence a group of 30 B.Ed. student-teachers from Titus II Teacher’s College, Tiruvalla became the control group and another group of 30 B.Ed. student-teacher from M. G. University College of Teacher Education, Kanjirapally as the Experimental group; moreover these two Colleges are at a distance (approximately) 55km from each other; the participants for the present study comprised of all the B.Ed student-teachers who opted ‘Guidance and Counselling’ as an elective area (randomly selected out of three
areas) during the academic year 2007-2008 in both the colleges; both the groups consisted of randomly selected thirty (N = 30) student-teachers.

❖ **Research Method:**

In the present study Experimental Method was used.

❖ **Research Tool:**

1. Information Schedule.
2. Rating scale for student-teachers which was developed and validated by the investigator in order to understand the pre-intervention and post-intervention phases of their EI & SI.
3. Casual Observation.
4. Participant Observation.
5. Anecdotal Records.
6. Focused Group Discussions (FGD).
7. Feedback from the participants on a continuous basis. Participants’ feedback from their experiences was obtained through discussions also and it was conducted on a continuous basis throughout the intervention.
8. Reaction scale for feedback of the programme.

❖ **Method of Analysis:**

The present study generated a lot of qualitative data, because of the very nature of the Enhancement Programme and its day-to-day activities and the feedback continuously and at the end. However, by using quasi-experimental design, the Summary, Major findings/ Conclusions & Implications of the Study, data obtained from the pre-tests and post-tests were analysed quantitatively. With the help of rating scales for emotional intelligence and spiritual intelligence, the data of the pre-tests and post-tests of the control as well as experimental groups were collected and analysed quantitatively. All the observational (qualitative) data (in the form of anecdotes, casual observations, verbal responses, photographs, etc.) collected during the enhancement programme in the experiential learning sessions were analyzed qualitatively, using content analysis as a research technique.

❖ **Findings:**

1) The quantitative dimension in this investigation, i.e. the quasi experimental design used for the study, did provide enough statistical confidence in deciding the success story of the Enhancement Programme. Based on the rejections of the two null hypotheses framed, it was found that the enhancement programme in
both the cases (i.e. EI & SI) seemed to be a successful one, with all the statistical evidences (using chi-square tests & Mann-Whitney U tests for the different relevant groups and clusters –separately and jointly.

a. There existed no significant difference between the pre-test and post-test scores of the participants of the control group for all the clusters of EI & SI (jointly as well as separately) and in the case of experimental group, significant difference did exist.
b. A significant difference was found between the experimental group and the control group in the post-test scores for the five clusters (jointly as well as separately) of EI as well as SI among the B.Ed. student-teachers.

2) This study, being (mainly) developmental one with evolving methodologies, its success, depended on the everyday (mutual) feedback and dialogues between the participants and the researcher along with certain experts. The qualitative data obtained during the programme using, diary writing by the participants, verbal responses of the participants, casual observations, anecdotal records, photographs, etc. were subjected to rigorous content analyses (at manifest and latent levels) to come out with the following rich findings.

a. All the student-teachers gave highly favourable opinions about EI & SI Enhancement Programme and showed great interest in attending (100%) the same.
b. Based on the analyses of Feedback Reaction Scales & rigorous content analyses of the content of the participants’ diaries, casual observation and anecdotal records, it was clearly revealed that a continuous transformational change has been taking place among the participants as a result of EI & SI enhancement programme. The participants reported that they were able to apply the knowledge, understanding and skills they gained in the Enhancement Programme in their teaching (teaching practice) and learning process and in their day-to-day dealing in life. Hence, the developed EI & SI Enhancement Programmes were found to be effective in terms of raising the emotional & spiritual intelligence levels of student-teachers.

Study : 3
Title : Construction and Standardization of Spiritual Intelligence Test for Higher Secondary Schools Students
Researcher : Nishad B. Oza
Degree : Ph.D.
Year : 2010
University : Hemchandracharya North Gujarat University, Patan
Objectives:
1. To prepare Spiritual Intelligence Test for higher secondary schools students.
2. To standardize Spiritual Intelligence Test for higher secondary schools students.
3. To study spiritual intelligence of higher secondary schools students with reference to their standard.
4. To study spiritual intelligence of higher secondary schools students with reference to their gender.
5. To study spiritual intelligence of higher secondary schools students with reference to their Stream.
6. To study spiritual intelligence of higher secondary schools students with reference to their area.

Population:
The scope comprises of the students studying in Higher Secondary Schools in the year 2008-09 of Guajarati medium of Gujarat State.

Sample:
The researcher selected the sample of Higher Secondary schools students by stratified sampling method. Total 3552 students were selected in sample.

Research Method:
In the present research the researcher used Survey method for data collection.

Research Tool:
For the present study investigator has prepared and standardized Spiritual Intelligence Test. These comprise six factors and 12 questions in each factor. Total 72 were questions considered in this test.

Method of Analysis:
In the present research the percentage, Median, SK, Ku, average, standard deviation and 't' test for testing the null hypothesis and for Norms PR, T-Score and Stainnine were calculated.

Findings:
1. Total scores of Spiritual Intelligence Test and various factors scores of students of standard-12 were more better then standard-11 students. But in Religion and Social Skills factors score of students of standard-11th and standard-12th were same.
2. Total score of Spiritual Intelligence Test and Religious, Self-awareness, Values, Thinking and Social Skills factors scores of girls were better then boys.
3. Total score of Spiritual Intelligence Test and with reference to Religious, Self-awareness, Values, Thinking, Karma and Social Skill factors scores of Science Stream students was better than General Stream students and general Stream students were better than Uttar Buniyadi Stream students.

4. Total Score of Spiritual Intelligence Test and with reference to Religious and Social Skill factors scores of urban area students was better than rural area students. But in reference to Values, Thinking and Karma factors students of both area had same spiritual intelligence.

○ **Study**: 4

**Title**: Construction and Standardization of Emotional Intelligence Test for Secondary Schools Students of Gujarat State

**Researcher**: Jagruti S. Thakkar

**Degree**: Ph.D.

**Year**: 2008

**University**: Gujarat University, Ahmedabad

❖ **Objectives**:

1. To construct and standardize Emotional Intelligence Test for Secondary schools students of Gujarat state.

2. To establish the Norms of Emotional Intelligence Test for Secondary schools students of Gujarat state.

3. To decide Reliability and Validity of Emotional Intelligence Test for Secondary schools students of Gujarat state.

4. To check the effect of Area on Emotional Intelligence.

5. To check the effect of Standard on Emotional Intelligence.

6. To check the effect of Gender on Emotional Intelligence.

7. To check the effect of Educational Achievement on Emotional Intelligence.

8. To check the effect of Social Status on Emotional Intelligence.

9. To check the effect of IQ on Emotional Intelligence.

❖ **Population**:

The population for the present study is all the students of secondary schools of Gujarat state having Gujarati Language as medium of instruction.
Sample:
In the present study schools were selected from North Gujarat, Central Gujarat, South Gujarat, Kutch and Saurashtra zones by random sampling. One rural and one urban area schools were selected from 22 districts of each zone. Total 5146 students selected for the study by cluster sampling method. Out of these students, 1714 students from Standard-8 (859 Boys and 855 Girls), 1713 students were form standard-9 (854 Boys and 855 Girls), 1719 students form standard-10 (849 Boys and 870 Girls) were selected as sample.

Research Method:
In the present research the researcher used Survey method for data collection.

Research Tool:
For the present study investigator has prepared and Standardize Emotional Intelligence Test. It comprises five factors and 100 statements in final Emotional Intelligence Test.

Reliability of the Test:
1. Split Half (Spearman Brown Formula) 0.883
2. Split Half (Rulon Formula) 0.883
3. Split Half (Flanagan Formula) 0.883
4. Test-Retest 0.849

Validity of the Test:
1. Teachers Rating 0.75
2. First Terminals Exam Marks 0.51

Method of Analysis:
Data was analyzed by using different statically methods like mean, median, Standard Deviation, t-value, skewness and kurtosis, correlation, P.R. and T-Score were calculated.

Findings:
1. Reliability values of the Emotional Intelligence Test range from 0.849 to 0.899.
2. Validity values of the Emotional Intelligence Test with other test are :
   (II) Teacher Rating Scale 0.75
   (III) T-Scores of First Term Exam Result 0.51
   (IV) Dr. K.G. Desai Verbal/Non Verbal IQ test scores 0.51
   (V) Dr. Pallaviben Patel’s Social Economic Status Test Score 0.31
   (VI) Dr. Rashidaben Diwan’s Social Maturity Test Scores 0.71
Hence, it can be said that;

(a) There is positive relationship between EQ and Teachers Rating.
(b) Students having high marks in the first terms exam, did not always have a high EQ.
(c) Students with high IQ did not necessarily have a high EQ.
(d) There is not much effect of socio-economic status on scores of EQ.
(e) There is a positive correlation between social Maturity and EQ.

3. Students from urban sector turned out to be having a higher EQ scores as compared to their counterparts in rural sector.

4. EQ scores is positively related to 10th grade, EQ score of 10th grade is higher than 9th Grade. EQ score of 8th grade 8th grade and 9th grade is not significantly different.

5. There is no significant difference between scores of boys and girls.

Study : 5
Title : Construction and Validation of Verbal-Nonverbal Test of Intelligence for the Students of The Age Group 12 to 18 Years
Researcher : Jyoti S. Shah
Degree : M.Phil.
Year : 2009
University : Gujarat University, Ahmedabad

Objectives :

1. To construct Verbal-Nonverbal Intelligence Test for the students of Age group of 12 to 18.
2. To Standardize Verbal-Nonverbal Intelligence Test for the students of Age group of 12 to 18.
3. To check effect of gender on the score of Verbal-Nonverbal Intelligence Test of the students of Age group of 12 to 18.
4. To check effect of standard on the score of Verbal-Nonverbal Intelligence Test of the students of Age group of 12 to 18.
5. To check effect of area on the score of Verbal-Nonverbal Intelligence Test of the students of Age group of 12 to 18.
6. To check effect of age on the score of Verbal-Nonverbal Intelligence Test of the students of Age group of 12 to 18.

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7. To determine reliability of the test
8. To determine validity of the test
9. To determine norms of the test

❖ Population

The population for the present study is all the students of standard-8th to standard-12th students of age group 12 to 18 of Ahmedabad city Secondary Schools.

❖ Sample

The random sampling technique was employed to select the sample. The sample comprised of East area 300 students and West area 300 students were selected; total 600 students were selected for present study.

❖ Research Method

In the present study Survey method was used.

❖ Research Tool

1. Self made and standardized Verbal-Nonverbal Intelligence Test.
2. Verbal-Nonverbal Intelligence Test prepared by Dr. K.G. Desai.

❖ Method of Analysis

Data was analyzed by using different statically method like mean, median, Standard Deviation, t-value, skewness and kurtosis, correlation, P.R. and T-Score were calculated.

❖ Findings

1. Reliability values of the Intelligence Test 0.79.
2. Reliability Value by Split Half method:
   a. Spearman Brown - 0.87
   b. Rullon Method - 0.97
   c. Flenegon Method - 0.92
   d. KR21 - 0.93
3. Validity values of the Intelligence Test with other test:
   (I) Dr. K.G. Desai Verbal/Non Verbal IQ test scores 0.83

• Effect of Gender on the score of Intelligence Test:

1. There is no significant difference found on the mean score of Intelligence test of Standard-8th Boys and Girls.
2. There is no significant difference found on the mean score of Intelligence test of Standard-9th Boys and Girls.
3. Significant difference is found on the mean score of Intelligence test of Standard-10th Boys and Girls.
4. There is no significant difference found on the mean score of Intelligence test of Standard-11th Boys and Girls.
5. There is no significant difference found on the mean score of Intelligence test of Standard-12th Boys and Girls.

*Effect of Standard on the score of Intelligence Test:*
1. Significant difference is found on the mean score of Intelligence test of Standard-8th and Standard-9th students.
2. Significant difference is found on the mean score of Intelligence test of Standard-8th and Standard-10th students.
3. Significant difference is found on the mean score of Intelligence test of Standard-8th and Standard-11th students.
4. Significant difference is found on the mean score of Intelligence test of Standard-8th and Standard-12th students.
5. Significant difference is found on the mean score of Intelligence test of Standard-9th and Standard-10th students.
6. Significant difference is found on the mean score of Intelligence test of Standard-9th and Standard-11th students.
7. Significant difference is found on the mean score of Intelligence test of Standard-9th and Standard-12th students.
8. Significant difference is found on the mean score of Intelligence test of Standard 10th and Standard-11th students.
9. Significant difference is found on the mean score of Intelligence test of Standard 10th and Standard-12th students.
10. Significant difference is found on the mean score of Intelligence test of Standard-11th and Standard-12th students.

*Effect of Area on the score of Intelligence Test:*
1. Significant difference is found on the mean score of Intelligence test of east and west area students of standard-8th
2. Significant difference is found on the mean score of Intelligence test of east and west area students of standard-9th
4. There is no significant difference found on the mean score of Intelligence test of east and west area students of standard-10th
5. Significant difference is found on the mean score of Intelligence test of east and west area students of standard-11th
6. Significant difference is found on the mean score of Intelligence test of east and west area students of standard-12th

**Effect of Age on the score of Intelligence Test :**
1. There is no significant difference found on the mean score of Intelligence test of Students of age group-12-13 and age group 14.
2. Significant difference is found on the mean score of Intelligence test of Students of age group-12-13 and age group 15.
3. Significant difference is found on the mean score of Intelligence test of Students of age group-12-13 and age group 16.
4. Significant difference is found on the mean score of Intelligence test of Students of age group-12-13 and age group 17-18.
5. Significant difference is found on the mean score of Intelligence test of Students of age group-14 and age group 15.
6. Significant difference is found on the mean score of Intelligence test of Students of age group-14 and age group 16.
7. Significant difference is found on the mean score of Intelligence test of Students of age group-14 and age group 17-18.
8. Significant difference is found on the mean score of Intelligence test of Students of age group-15 and age group 16.
9. Significant difference is found on the mean score of Intelligence test of Students of age group-15 and age group 17-18.
10. Significant difference is found on the mean score of Intelligence test of Students of age group-16 and age group 17-18.

**Study** : 6
**Title** : Construction and Standardization of a Spiritual Intelligence Scale for the B.Ed. Trainees of H.N.G.University

**Researcher** : Bhavin D. Shah
**Degree** : M. Phil.
**Year** : 2007
**University** : Hemchandracharya North Gujarat University, Patan

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Objectives:

1. To construct a Spiritual Intelligence Scale for the B.Ed. trainees.
2. To standardize the Spiritual Intelligence Scale for the B.Ed. trainees.
3. To study the spiritual intelligence of the B.Ed. trainees.
4. To study the spiritual intelligence of the B.Ed. trainees of H.N.G.University.
5. To study the spiritual intelligence of the B.Ed. trainees of H.N.G.University in context of their sex.
6. To study the spiritual intelligence of B.Ed. trainees in context of their faculty.

Population:
The trainees of the year 2006-07 of B.Ed. colleges affiliated to H.N.G.University, Patan were the population for the study.

Sample:
For the present study stratified clustered sampling technique was adopted for the selection of sample. The sample comprised of 212 females and 382 male trainees and among them 424, 50 and 120 trainees of arts, commerce and science faculties respectively.

Research Method:
In the present research, descriptive survey method was used for data collection.

Research Tool:
For this study investigator used self-constructed Spiritual Intelligence Scale. This scale is in the form of five point rating. The final scale contains 60 statements. Among them 49 statements are positive and 11 statements are negative.

Method of Analysis:
In the present research, the researcher used T-Score, Percentile rank, average, standard deviation, F-values and t-value for testing the null hypothesis.

Findings:
1. The Spiritual Intelligence Scale constructed by the investigator is a reliable and valid tool for the measurement of spiritual intelligence of the B.Ed. Trainees of H.N.G.University, Patan.
2. There is significant relationship between spiritual intelligence and sex of trainees.
3. There is no significant relationship between spiritual intelligence of trainees and faculty.
Objectives:

1. To know Spiritual Intelligence B.Ed. Colleges Trainees.
2. To study the spiritual intelligence of B.Ed. Trainees with reference to Gender.
3. To study the spiritual intelligence of B.Ed. Trainees with reference to Area.

Population:

For the present study, B.Ed. colleges Trainees of Colleges affiliated to Hemchandracharya North Gujarat University, Patan in the year 2012-13 was considered as a population.

Sample:

The researcher selected the sample of B.Ed. Trainees of Hemchandracharya North Gujarat University B.Ed. Colleges by stratified sampling method. From them 609 trainees were selected as the sample of the research in which there were 274 Urban area trainees and 335 Rural areas trainees.

Research Method:

In the present Survey method was used for data collection.

Research Tool:

For the present study, the researcher has used standardized ‘Spiritual Intelligence Scale’ prepared by Bhavin D. Shah.

Method of Analysis:

In the present research the researcher used percentage, average, standard deviation and 't' Value for testing the null hypothesis.

Findings:

1. The effect of gender was not found on Spiritual Intelligence of B.Ed. Trainees. It means that gender does not effect on Spiritual Intelligence. So that proportion of Spiritual Intelligence in boys and girls was found to be equal.
2. There was a significant effect of area on Spiritual Intelligence of B.Ed. Trainees. The proportion of Spiritual Intelligence in urban area trainees was found to be higher than rural area students.

3. The effect of gender was not found on Spiritual Intelligence of B.Ed. Trainees of Rural Area. It means that gender does not effect on Spiritual Intelligence of rural area B.Ed. Trainees. So, that proportion of Spiritual Intelligence in rural area boys and girls was found to be equal.

4. The effect of gender was found on Spiritual Intelligence of B.Ed. Trainees of urban Area. The proportion of Spiritual Intelligence in girls trainees was found to be higher than boys trainees of urban area.

5. Urban area boys were found higher spiritual intelligence than rural area boys.

6. Urban area girls were found higher spiritual intelligence than rural area girls.

Study : A Study of Spiritual Intelligence of Standard-9th Students in Context of Certain Variables

Researcher : Hiral B. Patel
Degree : M.Ed.
Year : 2012
University : Hemchandracharya North Gujarat University, Patan

Objectives:

1. To construct Spiritual Intelligence Scale for standard-9th students.
2. To know the level of Spiritual Intelligence of standard-9th students.
3. To study the spiritual intelligence of standard-9th students with reference to Gender.
4. To study the spiritual intelligence of standard-9th students with reference to Area.
5. To study the spiritual intelligence of standard-9th students with reference to Types of Schools.

Population:

For the present study Modasa Taluka’s Village and city area secondary schools students of standard-9th were considered as a population.

Sample:

The researcher selected the sample of secondary schools students by stratified sampling method. From them 500 students were selected as the sample of the research in
which there were 231 Urban areas secondary schools students and 269 Rural areas secondary schools students.

- **Research Method:**
  In the present research the researcher used Survey method for data collection.

- **Research Tool:**
  For the present study investigator had constructed Spiritual Intelligence Scale. This scale has 40 statements (20 positive and 20 Negative statements).

- **Method of Analysis:**
  In the present research, the researcher used percentage, average, standard deviation and 't' Value for testing the null hypothesis.

- **Findings:**
  1. The Spiritual Intelligence of students of Standard-9th of the whole sample was found to be high.
  2. The effect of gender was not found on Spiritual Intelligence of students of Standard-9th. It means that gender does not effect on Spiritual Intelligence. So, that proportion of Spiritual Intelligence in boys and girls was found to be equal.
  3. There was a significant effect of area on Spiritual Intelligence of students of standard-9th. The proportion of Spiritual Intelligence in rural areas students was found to be higher than urban areas students.
  4. The effect of gender was not found on Spiritual Intelligence of students of Rural Areas. It means that gender does not effect on Spiritual Intelligence of rural areas students. So, that proportion of Spiritual Intelligence in rural areas boys and girls was found to be equal.
  5. The effect of gender was not found on Spiritual Intelligence of students of urban Areas. It means that gender does not effect on Spiritual Intelligence of urban areas students. So that proportion of Spiritual Intelligence in urban areas boys and girls was found to be equal.
  6. Modasa Taluka’s standard-9th rural areas boys found high spiritual intelligence than urban areas boys.
  7. Rural and Urban areas girls were found to be equal on spiritual Intelligence.
  8. There was a significant effect of types of schools on Spiritual Intelligence of students of standard-9th. The proportion of Spiritual Intelligence in Granted Schools students was found to be higher than Non-Granted schools students.
Study : 9
Title : A Comparative Study of Emotional Intelligence and Spiritual Intelligence of Secondary Schools Students

Researcher : Kajal K. Patel
Degree : M.Ed.
Year : 2012
University : Hemchandracharya North Gujarat University, Patan

Objectives :

1. To know the emotional intelligence of secondary schools students.
2. To know the level of emotional Intelligence of secondary schools students.
3. To construct Spiritual Intelligence Scale for secondary schools students.
4. To know the level of spiritual intelligence of secondary schools students.
5. To make a comparative study of the boys of with emotional and spiritual intelligence.
6. To make a comparative study of the girls of with emotional and spiritual intelligence.
7. To make a comparative study of the rural areas students of with emotional and spiritual intelligence.
8. To make a comparative study of the urban areas students of with emotional and spiritual intelligence.
9. To make a comparative study of the rural areas boys with emotional and spiritual intelligence.
10. To make a comparative study of the rural areas girls with emotional and spiritual intelligence.
11. To make a comparative study of the urban areas boys with emotional and Spiritual intelligence.
12. To make a comparative study of the urban areas girls with emotional and spiritual intelligence.
13. To make a comparative study of the granted schools students with emotional and spiritual intelligence.
14. To make a comparative study of the non-granted schools students with emotional and spiritual intelligence.
15. To make a comparative study of the granted schools boys with emotional and spiritual intelligence.
16. To make a comparative study of the granted schools girls with emotional and spiritual intelligence.
17. To make a comparative study of the non-granted schools boys with emotional and spiritual intelligence.
18. To make a comparative study of the non-granted schools girls with emotional and spiritual intelligence.

❖ **Population**

For the present study Kalol Taluka’s Village and city area secondary schools students of standard-9th was considered as a population.

❖ **Sample**

The researcher selected the sample of secondary schools students by stratified sampling method. From them 341 students were selected as the sample of the research in which there were 190 Urban areas secondary schools students and 151 Rural areas secondary schools students.

❖ **Research Method**

In the present research, Survey method was used for data collection.

❖ **Research Tool**

For the present study investigator used two tools for data collection

1. Standardize Emotional Intelligence Scale Prepared by Jagrutiben S. Thakkar
2. Self prepared Spiritual Intelligence Scale.

❖ **Method of Analysis**

In the present research, the researcher used percentage, average, standard deviation and ‘t’ test for testing the null hypothesis.

❖ **Findings**

1. The emotional intelligence of students of Standard-9th of the whole sample was found to be medium.
2. The spiritual Intelligence of students of Standard-9th of the whole sample was found to be medium.
3. Spiritual Intelligence was found to be higher than emotional intelligence of students of whole sample.
4. Spiritual Intelligence was found to be higher than emotional intelligence of boys of whole sample.
5. Spiritual Intelligence was found to be higher than emotional intelligence of rural areas students of Kalol Taluka’s.
6. Spiritual Intelligence was found to be higher than emotional intelligence of urban areas students of Kalol Taluka’s.
7. Spiritual Intelligence was found to be higher than emotional intelligence of granted schools students.
8. Spiritual Intelligence was found to be higher than emotional intelligence of non-granted schools students.
9. Spiritual Intelligence was found to be higher than emotional intelligence of standard-9th boys of rural areas.
10. Spiritual Intelligence was found to be higher than emotional intelligence of standard-9th boys of urban areas.
11. Spiritual Intelligence was found to be higher than emotional intelligence of standard-9th girls of rural areas.
12. Spiritual Intelligence was found to be higher than emotional intelligence of standard-9th girls of urban areas.
13. Spiritual Intelligence was found to be higher than emotional intelligence of boys of Granted schools.
14. Spiritual Intelligence was found to be higher than emotional intelligence of girls of Granted schools.
15. Spiritual Intelligence was found to be higher than emotional intelligence of girls of non-granted schools.

Study : 10
Title : A Study of Spiritual Intelligence of Higher Secondary School Students
Researcher : Ripal V. Patel
Degree : M.Ed.
Year : 2012
University : Kadi Vishawavidhyalay, Ghandhinagar

Objectives :
1. To decide level of spiritual intelligence of students.
2. To check the effect of gender on spiritual intelligence.
3. To check the effect of standard on spiritual intelligence.
4. To check the effect of educational stream on spiritual intelligence.
5. To check the interaction of independent variables on spiritual intelligence.

- **Population**: For the present study Ahmedabad City’s Higher Secondary Schools students of academic year-2011-12 of General Stream and Science Stream consider as a population.

- **Sample**: The researcher selected the sample of Higher Secondary Schools students by random sampling method. From them 391 students were selected as the sample of the research in which there were 207 boys and 184 girls selected as a sample.

- **Research Method**: In the present research, Survey method was used for data collection.

- **Research Tool**: For the present study researcher has used standardized ‘Spiritual Intelligence Test’ prepared by Nishad B. Oza.

- **Method of Analysis**: In the present research the researcher used average, standard deviation and Critical Ratio for testing the null hypothesis. To check the interaction F-Value calculated.

- **Findings**:  
  1. Maximum students of sample acquired medium level of Spiritual Intelligence.  
  2. Spiritual Intelligence in girls was found to be higher level than boys.  
  3. Spiritual Intelligence in girls was found to be higher level than boys.  
  4. Maximum students of standard-12\(^\text{th}\) science Stream boys acquired lower level of Spiritual Intelligence while girls of standard-11\(^\text{th}\) science Stream acquired lower level of spiritual intelligence.  
  5. Maximum students of standard-11\(^\text{th}\) and standard-12\(^\text{th}\) of General Stream boys acquired higher level of Spiritual Intelligence.  
  6. The effect of gender was not found on Spiritual Intelligence of students. It means that gender does not effect on Spiritual Intelligence of students.  
  7. The effect of standard was not found on Spiritual Intelligence of students. It means that standard does not effect on Spiritual Intelligence of students.  
  8. The effect of Educational Stream was not found on Spiritual Intelligence of students. It means that Educational Stream does not effect on Spiritual Intelligence of students.  
  9. The interaction of gender and standard was not found on Spiritual Intelligence.
10. The interaction of gender and educational Stream was not found on Spiritual Intelligence.

11. The interaction of standard and educational Stream was not found on Spiritual Intelligence.

12. The interaction of gender, standard and educational Stream was not found on Spiritual Intelligence.

: International Researches : 

Study : 11
Title : Spiritual Intelligence and Imagination In New Zealand Students
Researcher : Kevin Vijay Christopher Kannan
Degree : Ph.D.
Year : 2010
University : The University of Auckland, New Zealand
URL : https://researchspace.auckland.ac.nz/bitstream/handle/2292/5629/02whole.pdf?sequence=4

Objectives :

1. The role of imagination in spiritual intelligence development, for both gifted and talented and average main stream students in New Zealand religious schools.

2. The stage of development of spiritual intelligence and its associated imagination component is higher in gifted and talented compared to average main stream students in a Catholic integrated system and a secular state school in New Zealand.

3. To study whether social factors or variables, such as: school age group (intermediate, middle and senior school), gender (male and female), school sample type (gifted and talented test and average main Stream Control samples), areas of giftedness and talent (bodily-kinaesthetic, logical-mathematical, linguistic, musical, spatial, interpersonal and environmental), school type (state and integrated), ethnicity (New Zealand European and others) and religion (Catholic Christian, other non-Catholic Christians, other religions and no religion), significantly affect the stage of development of spiritual intelligence and
associated imagination in gifted and talented and average main stream students in New Zealand.

**Population**: In the present study population is the students of Catholic integrated schools of New Zealand.

**Sample**: The aggregate sample of 91 students (made up of a 60-strong gifted and talented test sample and a control sample of 31) across an integrated school of approximately 900 students in 2007 makes a purposive test sample of 60 participants out of 900; or a ratio of 1:15 students from the entire student population. This ratio also provided a representative sample of gifted and talented students for the study by purposively sample method.

**Research Method**: In the present research, Survey method was used for data collection.

**Research Tool**: For the present study, investigator prepared Thematic Apperception Task (TAT), Statements of Spiritual Intelligence

**Method of Analysis**: In the present research, the researcher used Analysis of Variance (ANOVA)

**Findings**: 1. There is no significant difference between the stage of development of spiritual intelligence and associated imagination between students in the intermediate, middle and senior ‘school age groups’. Therefore, school age groups do not significantly affect stage of development of spiritual intelligence and associated imagination in gifted and talented students. When comparing gender, however, males are at a significantly lower in stage of development of spiritual intelligence and associated imagination than females.

2. The stage of development of spiritual intelligence and associated imagination is significantly lower for average main Stream students compared to gifted and talented students.

3. There is no significant difference between the stage of development of spiritual intelligence and associated imagination between students registered as European and other ethnic groups. Thus, ‘ethnicity’ does not significantly affect stage of development of spiritual intelligence and associated imagination in gifted and talented students.
Objectives:

1. The purpose of Study was to develop and test a preliminary self-report measure of spiritual intelligence as defined in the current model. It was expected that the proposed four-factor model of spiritual intelligence would be supported by an exploratory factor analysis. Beyond this hypothesis, Study was primarily exploratory.

2. The purpose of Study was to validate the second draft of the Spiritual Intelligence Self-Report Inventory (SISRI). A confirmatory factor analysis allowed for confirmation (or rejection) of the factor structure observed in Study 1. Construct validity (both convergent and divergent) was examined by including additional measures of theoretically related and unrelated psychological constructs, including personal meaning, met personal self-construal (the interpretation of oneself as connected to all life), mysticism (mystical experiences), satisfaction with life, intrinsic and extrinsic religiosity, mood states, emotional intelligence, and IQ.

Population:

The male and female undergraduate students psychology courses at Trent University in Peterborough, Ontario were the population for the study.

Sample:

For the present study clustered sampling technique was adopted for the selection of sample. The sample comprise of 488 females and 131 male students total 619 students were selected for the present study.

Research Method:

In the present research the researcher used descriptive survey method for data collection.

Research Tool:

For this study investigator used self-constructed Spiritual Intelligence Self-Report Inventory. This inventory is in the form of five point rating. The final inventory contain 39 statements.
Method of Analysis :

In the present research the researcher used Percentage, Mean, Standard Deviation, Correlation, chi-square were calculated.

Findings :

1. The search for meaning was strongly correlated with critical existential Spiritual Intelligence 160 hiking, while presence of meaning displayed no significant correlation. Taken together, these findings validate critical existential thinking as a construct, as contemplating meaning and purpose are more reflective of the search for meaning.

2. Strong positive correlations were observed between meta personal self-construal and spiritual intelligence.

3. Highly significant and positive correlations were observed between spiritual intelligence and mystical experiences, including all subscales of the MSD.

4. Mild positive correlation between spiritual intelligence and life satisfaction. Of the subscales, only transcendental awareness and personal meaning production displayed significant correlations with the construct, falling in the low to moderate range.

5. Reflect previous definitions of extrinsic and intrinsic religiosity, which tend to contrast the two orientations and relate intrinsic religiosity more closely to spirituality

6. Moderate correlations were observed between spiritual intelligence and emotional intelligence.

Study : 13

Title : Intelligent Quotient, Emotional Intelligence and Spiritual Intelligence as Correlates of Prison Adjustment among Inmates in Nigeria Prisons

Researcher : Rotimi A. Animasahun

Year : 2010

University : University of Ibadan, Ibadan, Nigeria


Objectives :

The purpose of the present study was to investigate the extent to which intelligent quotient, emotional intelligence and spiritual intelligence would predict prison-adjustment among Nigerian prisoners.
Population: The population of study comprised all prisoners in Nigeria prisons.

Sample: Multistage stratified sampling method was used in selecting the participants. Five zones were randomly selected from the nine zones in Nigeria based on balloting. One prison was selected from each of the zones, also based on simple balloting. One hundred prisoners were randomly selected through simple balloting from each of the five zones. Hence, 500 prisoners, made up of 458 males (91.6%) and 42 females (8.4%). Their ages ranged between 20 and 65 years.

Research Method: The study adopted survey research design using the ex post-facto correlation type. The researcher was interested in knowing the predictive effect of the independent variables on the dependent variable without necessarily manipulating the independent variables.

Research Tool: Four major instruments were used to collect data from the respondents. They include:

i. General Intelligence Test (GIT) (Akinboye, 2001) it consists of 10 items on mental ability test. Its process of validating shows that Cronbach α=0.81 and Guttman Split half reliability (r) =0.92

ii. Emotional Intelligence Scale (EIS) (Schuttle et al. 1998)

iii. Spiritual Intelligence Questionnaire (SIQ) (Zohar and Marshall, 2000).

iv. Prison Adjustment Scale (PAS).

Method of Analysis: In the present research the researcher used correlation, ANOVA for data analysis.

Findings: 1. Emotional intelligence, spiritual intelligence and intelligence quotient are potent predictors of prison adjustment. This is evident in the kind of relationship that exists among all the variables. All the independent variables have significant positive correlation with the dependent variable and also among themselves.

2. The total variance in prison adjustment is accounted for by the combination of emotional intelligence, spiritual intelligence and intelligent quotient. Also the F-ratio value of 4591.051, which is significant at 0.05 further attested to the fact
that the predictive capacity of the independent variables was not as a result of any chance factor.

3. Emotional intelligence is the most potent predictor of prison adjustment. It has a Beta weight of 0.73 and T-ratio of 80.473, followed by spiritual intelligence and finally intelligent quotient.

: Research Papers :

- Study : 14
- Title : Spiritual Intelligence- A Change Management Study
- Researcher : V. Madhusudan and G. Nagalingappa
- Year : April 2012
- Research Journal : International Journal of Research in Computer & Application and Management (ISSN 2231-1009)

- Objectives :
  1. To know the spiritual intelligence of final year MBA students in a reputed college in Bangalore.
  2. To understand the various aspects of spiritual intelligence and their correlation to employability.

- Population :
  In the present study final year MBA students in a college of Bangalore was consider as a population of study.

- Sample :
  A purposive and judgmental sampling was used.

- Research Method :
  In the present research, Survey method was used for data collection.

- Research Tool :
  Spiritual Intelligence Self-Report Inventory (SISRI) 24 questionnaire made by DB King (2010) was used. The spiritual intelligence measures 4 main Components, as described earlier, namely Critical Existential Thinking(CET), Personal Meaning Production(PMP), Transcendental Awareness(TA), and Conscious State Expansion(CSE).
**Method of Analysis**: In present study correlation coefficient technique was used for data analysis

**Findings**

1. Critical Existential Thinking (CET) and Transcendental Awareness (TA) are the two major components that have a good correlation to job status for students.
2. The Significance value is less than 0.05 for CET and TA. This indicates they are statistically significant.
3. These components relate to a “grounded” personality, a person who understands his environment well and understands the reason for his existence.
4. Transcendental awareness relates to a capacity to identify the relationship to one’s self and to the physical world. These 2 components seem to be valued higher than other components.
5. Spiritual intelligence in general, that includes all four components also have a fair correlation to their job status. The significance value is also less than 0.05, which indicates it is statistically significant.
6. The results do indicate the significance of spiritual intelligence in employability for our younger generation. There is a need to incorporate this as a part of the formal study.
7. The statistical study indicates good statistical significance for Spiritual Intelligence with employability aspects with a positive correlation.
8. There is an expectation from management graduates to show a strong decision making capability. In addition, a cool, calm and mentally tough state is essential for a stress free life. Spiritual intelligence directly addresses these aspects of calmness, cool mind and mental toughness.
9. Correlation is in the expected direction between spiritual intelligence and employability. Two components, namely Critical Existential Thinking (CET) and Transcendental Awareness (TA), have a good statistical significance.
10. The results overall seem encouraging to consider the element of Spiritual Intelligence. Also this aspect has been very well addressed in an Indian ethos and the profile of a perfect person has been well described in Gita. Such aspects from Indian ethos can be considered for its applicability in management domain for further study.
Study : 15
Title : Spiritual Intelligence in Relation to Self-Esteem and Family Environment of the Pre-Service Teacher at the Secondary Stage

Researcher : Keerti Vibha
Year : September-2012
Journal : Research Analysis and Evaluation

Objectives:
1. To study the differences between low and high self-esteem groups, non congenial and congenial Family Environment groups on Spiritual intelligence.
2. To study the double interaction effect of the variables of Self-Esteem and Family Environment on Spiritual intelligence in respect of the Pre-Service teachers at the Secondary Stage.

Population and sample:
Population of this study consisted of 500 Pre-Service Teacher at Secondary level from the School of education, lovely professional University, Phagwara. Thus the sample consists of the entire population of the study. Out of 500 students, multistage sampling was done as detailed below: The tool of Self-Esteem was administered and Low and High groups of Self-Esteem were formed in accordance to the requirements.

Research Method:
In the present research, the researcher used Descriptive Survey method for data collection.

Research Tool:
For the present study, researcher has used standardize given below:
2. Self-Esteem Inventory by Coopersmith (1975).

Method of Analysis:
In the present research the researcher used Mean, SD, One Way and Two Way ANOVA Statistical techniques.

Findings:
1. The main effect of Self-Esteem on Spiritual Intelligence is not significant.
2. The main effect of Family Environment on Spiritual Intelligence is significant at 0.01 level and in favour of Congenial Family Environment group.

3. The double interaction effect of Self-Esteem and Family Environment is not significant on the variable of Spiritual Intelligence.

📖 **Study**: 16

**Title**: Effect of Meditation on Spiritual Intelligence of Student-Teacher in Relation to Gender and Religion

**Researcher**: Tirath Singh and Arjinder Singh

**Year**: December-2011 Vol. 11 No.4

**Journal**: EDUTRACKS

**ISSN**: 0972-9844

확용 분석

**Objectives**:

To study the effect of mediation, gender, religion and their various interactions on spiritual intelligence by taking Pre-Spiritual Intelligence as covariate.

확용 분석

**Population and sample**:

B.Ed. Students from lovely institute of Education, Phagwara Government college of Education, Jalandhar and G. N. College of Education, Kapurthala were selected on Voluntarily basis. In Government college of Education and G. N. college of Education only hostellers were approachable for meditation. Age range of students were between 20 to 32 years. Total 152 B.Ed. Students were selected in the present study out of 152 students 57 were male and 95 were female 65 sikh 86 hindu and one christian.

확용 분석

**Research Method**:

The present study was experimental in nature and its design was based on the lines of randomized control group pre test-post test design. So experimental method was used in the present study.

확용 분석

**Research Tool**:

Spiritual Intelligence of the student-teachers was assessed by administrating on them the Spiritual Intelligence Scale developed by Dr. Tiarth Singh, Arjinder singh and Binderjit Kaur (2006). This Five point Scale consists of 120 items with sixteen dimensions.

확용 분석

**Method of Analysis**:

In the present research the researcher used Mean, SD, and F-value were calculated for data analysis.
Findings:

1. Shaktipat Meditation was found to be an effective technique to improve spiritual intelligence of students-teachers.
2. There was no significant influence of gender on spiritual intelligence when pre-spiritual intelligence was taken as covariate.
3. There was no significant effect of interaction between meditation and gender on spiritual intelligence when pre-spiritual intelligence was taken as covariate.
4. There was significant influence of religion on spiritual intelligence when pre-spiritual intelligence was taken as covariate.
5. There was a significant effect of interaction between meditation and religion on spiritual intelligence when pre-spiritual intelligence was taken as covariate.
6. There was a significant effect of interaction between meditation, gender and religion on spiritual intelligence when pre-spiritual intelligence was taken as covariate.

Study:

Title: A Study of the Spiritual Awareness of M.Ed. Students
Researcher: L.G. Malav
Year: December-2011

Objectives:

1. To find out the spiritual awareness with reference to the gender of the M.Ed. students.
2. To find out the spiritual awareness with reference to the Stream of the M.Ed. students.
3. To find out the spiritual awareness with reference to the qualification of the M.Ed. students.

Sample:

The cluster random sampling technique was employed to select the sample. The sample comprised of four M.Ed. colleges of affiliated Gujarat University. Out of 112 M.Ed. students, 72 male and 40 female students were considered as the sample of the study.

Research Method:

In the present study, Descriptive Survey Method was used.
Research Tool:

The Spiritual Awareness Scale (SAS) was developed by the investigator. The items were based on general aspects of spirituality. The scale comprises 48 items including items which are to be rated on five point scale.

Method of Analysis:

In the present study, t-test was calculated for data analysis.

Findings:

1. Female students have more spiritual awareness than male students.
2. Students having M.Com., B.Ed. studying M.Ed. students have more spiritual awareness than M.A. B.Ed. students.
3. Qualification is not a factor for affecting spiritual awareness of M.Ed. students.

Study: 18

Title: Marital happiness as the function of Spiritual Intelligence

Researcher: Mrs. M. Alex and J.C. Ajawani


Year: 2011

URL: http://irjs.info/index.php/irjs/article/viewFile/9183/4648

Objectives:

1. To know spiritual intelligence level of both the couples and its vital role in happiness.
2. To know the couples with high spiritual intelligence in relation of level of happiness.
3. To know the couples with low spiritual intelligence in relation of level of happiness.

Sample:

Final incidental samples of 30 couples in four spiritual intelligence groups i.e., both high, husband high-wife low, wife high husband low, and both low, where selected. Care was taken to select only those couples who had marital life span of 1-10 years.

Research Method:

In the present research, the researcher used Survey method for data collection.

Research Tool:

Following test were used to assess the two dimensions considered in the present research:
(i) **Assessment of Spiritual Intelligence** –

Spiritual Intelligence Scale constructed and standardized by Ajawani et al. (2009) was used to assess spiritual intelligence level of couples. The test is highly reliable and valid and percentile norms are available.

(ii) **Assessment of Happiness**–

Happiness Scale (Ajawani & Sethi, 2003) was used to determine happiness level of couples. The test is highly reliable and valid and percentile norms are available.

**Method of Analysis**

Initially, spiritual intelligence was administered on 200 couples. On the basis of $Q_1$ and $Q_3$ statistics, the subjects were screened out for four groups i.e., both high, husband high-wife low, wife high-husband low and both low. 30 couples were selected incidentally from each of the four groups and were administered happiness scale.

**Findings**

1. The spiritual intelligence provides a general basis for the individual to be able to consider his seeking for goals and meaning in life and to move towards happiness.

2. The more spiritual intelligent, the more they possess the dimensions of spiritual intelligence such as self-awareness, self actualization, self-regard, spiritual practices, forgiveness, gratitude etc. and that will definitely make such person perfect in their life. Of course, this perfection in life will lead them to happiness. Spiritual and religious beliefs give strength to people even in adverse circumstance, even though they walk through the valley of shadow of death, as their belief give them hope and think about having a peaceful eternal life. This will again help couples lead a happier peaceful life.

**Study**

19

**Title**

Spiritual Intelligence: A Contemporary Concern with Regard to Living Status of the Senior Citizens

**Researcher**

Madhu Jain and Prema Purohit

**University**

Journal of the Indian Academy of Applied Psychology

**Year**


**URL**

http://medind.nic.in/jak/t06/i1/jakt06i1p227.pdf
Objectives:
The purpose of the present study is to examine whether senior citizens living with family and living in old age homes differ significantly in respect of their spiritual intelligence.

Population:
The population of study comprised senior citizens living with the family and living in old age homes of Rajasthan in the year 2006.

Sample:
The sample consisted of an equal number of senior citizens living with family and living in old age homes i.e. 100 each of both sexes. The sample of senior citizens living with family drawn from different families of Jaipur and Sriganganagar (Raj.) likewise the sample of senior citizens living in old age homes was drawn from the old age homes such as Shri Ram Vradh Ashram, Chaksu, Jaipur, Anubhav of Helpage India, Vivek Vradh Ashram Srigangananger.

Research Method:
In the present study, Survey method was used.

Research Tool:
Salahkaar Spiritual Quotient Test (SQi-t)TM (2003), developed by Daftuar, Dasgupta and Manghrani for measuring spiritual intelligence was used.

Method of Analysis:
In the present research, t-value calculated for data analysis.

Findings:
1. Aged people are distinctly more happy and satisfied by living in the family. Every effort should, therefore, be made to encourage their stay with their families.
2. It is important to begin to defuse the stereotype attitude about ageing process that hold elders back and to promote the concept of ‘old age’ as a stage of development with its own unique challenges.
3. Spiritual intelligence is an experienced and informed ability that gives us access to immediate knowledge and higher wisdom and helps us achieve excellence in life. Counselling session should arrange for elderly to develop spiritual intelligence.

3.4.0 Comparative Summary of the Past Studies
Comparative summary of the past studies are shown in table-3.1
### Table-3.1
Comparison of Past Researches

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Investigator</th>
<th>Title</th>
<th>Degree &amp; Year</th>
<th>University / Journal</th>
<th>Population</th>
<th>Research Method</th>
<th>Tool</th>
<th>Method of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shirin R. Jadav</td>
<td>A Study of Spiritual Intelligence of Prospective Teachers in Relation to Certain Variables</td>
<td>Ph.D. 2012</td>
<td>Ganapat University, Kherva</td>
<td>Male and female trainees of the year 2010-11 of B.Ed. colleges of Gujarat State’s</td>
<td>Survey Method</td>
<td>Self-constructed Spiritual Intelligence Scale</td>
<td>T-Score, Percentile Rank, Average, Standard Deviation, F-values and t-values</td>
</tr>
</tbody>
</table>
| 2       | Sam Thomas Joy       | Enhancement of Emotional Intelligence and Spiritual Intelligence Among B.Ed. Students Teachers | Ph.D. April-2011 | The Maharaja Sayajirao University of Baroda | All the B. Ed student-teachers of colleges of Teacher Education affiliated to Mahatma Gandhi University, Kot tayam, Kerala. | Experimetal Method | • Information Schedule.  
• Rating scale for student-teachers which was developed by the investigator  
• Casual Observation.  
• Participant Observation.  
• Anecdotal Records.  
• Focused Group Discussions (FGD).  
• Feedback from the participants on a continuous basis. Participants  
• Reaction scale for feedback of the programme. | Content analysis as a research technique. |
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Investigator</th>
<th>Title</th>
<th>Degree &amp; Year</th>
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<th>Research Method</th>
<th>Tool</th>
<th>Method of Analysis</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>Nishad B. Oza</td>
<td>Construction and standardization of Spiritual Intelligence Test for Higher Secondary schools students</td>
<td>Ph.D. 2010</td>
<td>Hemchandracharya North Gujarat University, Patan</td>
<td>Higher Secondary Schools in the year 2008-09 of Gujarati medium of Gujarat State.</td>
<td>Survey Method</td>
<td>Self prepared and standardized Spiritual Intelligence Test.</td>
<td>Percentage, Median, SK, Ku, Average, Standard Deviation and 't' test</td>
</tr>
<tr>
<td>4</td>
<td>Jagruti S. Thakkar</td>
<td>Construction and Standardization of Emotional Intelligence Test for Secondary Schools students of Gujarat State</td>
<td>Ph.D. 2008</td>
<td>Gujarat University, Ahmedabad</td>
<td>Students of secondary schools of Gujarat state having Gujarati Language as medium of instruction.</td>
<td>Survey Method</td>
<td>Self prepared and Standardized Emotional Intelligence Test.</td>
<td>Mean, Median, Standard Deviation, t-value, Skewness and Kurtosis, Correlation, P.R. and T-Score value</td>
</tr>
<tr>
<td>5</td>
<td>Jyoti S. Shah</td>
<td>Construction and Validation of Verbal-Nonverbal Test of Intelligence for the Students of The Age Group 12 to 18 Years</td>
<td>M. Phil. 2009</td>
<td>Gujarat University, Ahmedabad</td>
<td>Students of standard-8th to standard-12th students of age group 12 to 18 of Ahmedabad city Secondary Schools.</td>
<td>Survey Method</td>
<td>• Self made And standardize Verbal-Nonverbal Intelligence test. • Verbal-Nonverbal Intelligence test prepared by Dr. K.G. Desai.</td>
<td>Mean, Median, Standard Deviation, t-value, Skewness and Kurtosis, Correlation, P.R. and T-Score</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Investigator</td>
<td>Title</td>
<td>Degree &amp; Year</td>
<td>University / Journal</td>
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<tr>
<td>6.</td>
<td>Bhavin D. Shah</td>
<td>Construction and Standardization of a Spiritual Intelligence Scale for B.Ed. Trainees of H.N.G. University</td>
<td>M. Phil. 2007</td>
<td>Hemchandracharya North Gujarat University, Patan</td>
<td>Trainees of the year 2006-07 of B.Ed. colleges affiliated to H.N.G. University, Patan</td>
<td>Survey Method</td>
<td>Self-constructed Spiritual Intelligence Scale.</td>
<td>T-Score, Percentile Rank, Average, Standard Deviation, F-values and t-value</td>
</tr>
<tr>
<td>7</td>
<td>Neetaben V. Patel</td>
<td>A Study of Spiritual Intelligence of B.Ed. Trainees of Hemchandracharya North Gujarat University</td>
<td>M.Ed. 2013</td>
<td>Hemchandracharya North Gujarat University, Patan</td>
<td>Trainees of the year 2012-13 of B.Ed. colleges affiliated to H.N.G. University, Patan</td>
<td>Survey Method</td>
<td>Standardize Spiritual Intelligence Scale prepared by Bhavin D. Shah</td>
<td>Mean, Standard Deviation and t-value</td>
</tr>
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<td>8</td>
<td>Hiral B. Patel</td>
<td>A Study of Spiritual Intelligence of Standard-9th Students in Context Of Certain Variables</td>
<td>M.Ed. 2012</td>
<td>Hemchandracharya North Gujarat University, Patan</td>
<td>Modasa Taluka’s Village and city area secondary schools students of standard-9th</td>
<td>Survey Method</td>
<td>Self Made Spiritual Intelligence Scale</td>
<td>Percentage, Average, Standard Deviation and 't' Value</td>
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<tr>
<td>Sr. No.</td>
<td>Investigator</td>
<td>Title</td>
<td>Degree &amp; Year</td>
<td>University / Journal</td>
<td>Population</td>
<td>Research Method</td>
<td>Tool</td>
<td>Method of Analysis</td>
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<td>9</td>
<td>Kajal K. Patel</td>
<td>A Comparative Study of Emotional Intelligence and Spiritual Intelligence of Secondary Schools Students</td>
<td>M.Ed. 2012</td>
<td>Hemchandracharya North Gujarat University, Patan</td>
<td>Kalol Taluka’s Village and city area secondary schools students of standard-9th</td>
<td>Survey Method</td>
<td>Self Made Spiritual Intelligence Scale &amp; Standardize Emotional Intelligence Scale Prepared by Jagrutiben S. Thakkar</td>
<td>Percentage, Average, Standard Deviation and ‘t’ Value</td>
</tr>
</tbody>
</table>

**INTERNATIONAL RESEARCHES:**

<p>| 11 | Kevin Vijay Christopher Kannan | Spiritual Intelligence and Imagination in New Zealand Students | Ph.D. 2010 | The University of Auckland, New Zealand | Students of Catholic integrated schools of New Zealand. | Survey Method | Thematic Apperception Task(TAT), Statements of Spiritual Intelligence | Analysis of Variance (ANOVA) |</p>
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Investigator</th>
<th>Title</th>
<th>Degree &amp; Year</th>
<th>University / Journal</th>
<th>Population</th>
<th>Research Method</th>
<th>Tool</th>
<th>Method of Analysis</th>
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<tbody>
<tr>
<td>12</td>
<td>David Brian King</td>
<td>Rethinking Claims of Spiritual Intelligence: A definition, Model and Measure</td>
<td>Degree of Master of Science 2008</td>
<td>Trent University, Canada</td>
<td>male and female undergraduate students psychology courses at Trent University in Peterborough, Ontario.</td>
<td>Survey Method</td>
<td>Self-constructed Spiritual Intelligence Self-Report Inventory.</td>
<td>Percentage, Mean, Standard Deviation, Correlation, chi-square</td>
</tr>
<tr>
<td>13</td>
<td>Rotimi A. Animasahun</td>
<td>Intelligent Quotient, Emotional Intelligence and Spiritual Intelligence as Correlates of Prison Adjustment among Inmates in Nigeria Prisons</td>
<td>2010</td>
<td>University of Ibadan, Ibadan, Nigeria</td>
<td>All prisoners in Nigeria prisons.</td>
<td>Experimetal Method</td>
<td>General Intelligence Test Emotional Intelligence Scale Spiritual Intelligence Questionnaire Self Made Prison Adjustment Scale (PAS)</td>
<td>Correlation, Annova</td>
</tr>
<tr>
<td>14</td>
<td>V. Madhusudan and G. Naglingappa</td>
<td>Spiritual Intelligence – A Change Management Study</td>
<td>2012</td>
<td>International Journal of Research in Computer Application and Management</td>
<td>Final year MBA students in a college of Bangalore</td>
<td>Survey Method</td>
<td>Spiritual Intelligence Self-report Inventory (SISRI) 24 questionnaire made by DB King (2010) was used.</td>
<td>Correlation coefficient</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Investigator(s)</td>
<td>Title</td>
<td>Degree &amp; Year</td>
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<td>15</td>
<td>Keerti Vibha</td>
<td>Spiritual Intelligence in Relation to Self-esteem and Family Environment of the Pre-Service teachers at the secondary stage</td>
<td>2012</td>
<td>Research Analysis and Evaluation</td>
<td>500 Pre-Service teachers at secondary level from the school of education, lovely professional University, Phagwara.</td>
<td>Survey Method</td>
<td>Spiritual Intelligence Scale developed by Sharma and Khurana (2010). Self-Esteem Inventory by Coopersmith (1975). Family environment scale developed by Bhatia and Chadha (1993)</td>
<td>Mean, SD, one way and two way ANOVA</td>
</tr>
<tr>
<td>16</td>
<td>Tirath Singh and Arjinder Singh</td>
<td>Effect of mediation on spiritual intelligence of student-teachers in relation to gender and religion</td>
<td>2011</td>
<td>EDUTRACKS (0972-9844)</td>
<td>B.Ed. Students from lovely institute of education, Phagwara. Govt. college of Education on Jalandhar and G.N. College of education Kapurthala</td>
<td>Experimental Method</td>
<td>Spiritual Intelligence Scale developed by Dr. Tirath Singh, Arjinder Singh and Binderjit Kaur (2006.)</td>
<td>Mean, SD, and F-value</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Investigator</td>
<td>Title</td>
<td>Degree &amp; Year</td>
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<td>18</td>
<td>Mrs. M. Alex and J.C. Ajawani</td>
<td>Marital happiness as the function of Spiritual Intelligence</td>
<td>2011</td>
<td>International Multidisciplinary Research Journal (ISSN: 2231-6302)</td>
<td>-----</td>
<td>Survey Method</td>
<td>1. Spiritual Intelligence Scale constructed and standardized by Ajawani et al. (2009) 2. Happiness Scale (Ajawani &amp; Sethi, 2003)</td>
<td>Q1 and Q3,</td>
</tr>
<tr>
<td>19</td>
<td>Madhu Jain and Prema Purohit</td>
<td>Spiritual Intelligence: A Contemporary Concern with Regard to Living Status of the Senior Citizens</td>
<td>2006</td>
<td>Journal of the Indian Academy of Applied Psychology</td>
<td>Senior citizens living with the family and living in old age homes of Rajasthan in the year 2006.</td>
<td>Survey Method</td>
<td>Salahkaar spiritual Quotient test (SQi-t)TM (2003), developed by Daftuar, Dasgupta and Manghrani</td>
<td>t-value</td>
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</tbody>
</table>
In the present report, researcher has presented nineteen reviews of the researches done in this field. Among these nineteen researchers seventeen researches are related to the spiritual intelligence and one research on emotional intelligence and one on intelligence. Five researches have done Ph.D. degree; two researches have done M.Phil. Degree, and four researches have done M.Ed. Degree; one researches have done degree of master of science and other are researcher are independent.

**Summary According to Population:**

senior citizens living with the family and living in old age homes of Rajasthan in the year 2006 was considered as population.

**Summary According to Research Method:**

Out of 19 researches 3 researchers conducted their researches using Experimental Research Method while 16 researchers conducted their researches using Survey method was used.

**Summary According to Tool:**

Shirin R. Jadav (2012) used self-constructed Spiritual Intelligence Scale; Sam Thomas Joy (2011) used Information Schedule, Rating scale for student-teachers which was developed by the investigator, Casual Observation, Participant Observation, Anecdotal Records, Focused Group Discussions (FGD), Feedback from the participants on a continuous basis. Participants Reaction Scale for feedback of the programme; Nishad B. Oza (2010) used self-prepared and standardized Spiritual Intelligence Test; Jagruti S. Thakkar (2008) used self prepared and standardized Emotional Intelligence Test; Jyoti S. Shah (2009) used self-made and standardized Verbal-Nonverbal Intelligence test, Verbal-Nonverbal Intelligence Test prepared by Dr. K.G. Desai, Bhavin D. Shah (2007) used self-constructed Spiritual Intelligence Scale; Neetaben V. Patel (2013) used standardize Spiritual Intelligence Scale prepared by Bhavin D. Shah; Hiral B. Patel (2012) used self made Spiritual Intelligence Scale; Kajal K. Patel (2012) used self made Spiritual Intelligence Scale & Standardize Emotional Intelligence Scale Prepared by Jagrutiben S. Thakkar; Ripal V. Patel (2012) used standardized ‘Spiritual Test’ prepared by Nishad B. Oza; Kevin Vijay Christopher Kannan (2010) used Thematic Apperception Task (TAT), Statements of Spiritual Intelligence; David Brian King (2008) used Self-constructed Spiritual Intelligence Self-Report Inventory; Rotimi A. Animasahun (2010) used General Intelligence Test, Emotional Intelligence Scale, Spiritual Intelligence Questionnaire, Self Made Prison Adjustment Scale (PAS), V. Madhusudan. and G. Nagalingappa (2012) used Spiritual Intelligence Self-report Inventory (SISRI), 24 questionnaires made by D.B. King (2010); Keerti Vibha (2012) used Spiritual Intelligence Scale developed by Sharma and Khurana (2010), Self-Esteem Inventory by Coopersmith (1975) Family Environment Scale Developed by Bhatia and Chadha (1993); Tirath Singh and Arjinder Singh (2011) used Spiritual Intelligence Scale developed by Tiarth Singh, Arjinder Singh and Binderjit Kaur (2006); L.G. Malav (2011) used self made Spiritual Awareness Scale (SAS); Mrs. M. Alex and J.C Ajawani used Spiritual Intelligence Scale constructed and standardized by Ajawani et al. (2009) and Happiness Scale (Ajawani & Sethi, 2003) and Madhu Jain and Prema
Purohit(2006) used Salahkaar spiritual Quotient test (SQi-t)TM (2003), developed by Daftuar, Dasgupta and Manghrani.

**Summary According to Method of Analysis :**


### 3.5.0 Significance of the Present Study

In India, Spiritual Intelligence is in its infant stage. In Gujarat State, only few researchers have started doing research in this field. Furthermore, until today there is not any standardized tool available in Gujarati language for the assessment of Spiritual Intelligence. So that in this context this study is very significant as its main objective is to prepare a standardized tool. Furthermore, following are some points, which make this study more significant in comparison with past researches done in the field:

- Sample was selected through stratified random and cluster sampling technique.
- The reliability of the scale was checked by different methods.
- The validity of the test was calculated by using the systematic procedure.
- In the present study, norms were established.
- Present study covered the Bachelor of Education and Master of Education colleges of Gujarat State.

### 3.6.0 Conclusion

In the present chapter, importance of Reviews of Related Literature, review of past studies, comparative summary of the past studies, significance of the present study was discussed. In the next chapter-4, research design is described in detail.
REFERENCES


17. Tirath Singh, Arjinder Singh (2011). *Effect of Meditation on Spiritual Intelligence of Student Teacher in Relation to Gender and Religion*, EDUTRACKS.

