In this chapter the raw data were tabulated and analysed to test the hypotheses and draw conclusions therefrom.

Description of Data

The data were obtained from 150 students. The results, therefore, are based on the responses of 150 students. The data have been described in terms of Mean (M), standard deviation (SD) and t-ratio (t). A brief summary of the sample is given below:

Combined Experimental group stands for Print English (PE), Print Hindi (PH), Audio English (AE) and Audio Hindi (AH). Print group stands for Print English (PE) and Print Hindi (PH). Audio group stands for Audio English (AE) and Audio Hindi (AH). English experimental group stands for Print English (PE) and Audio English (AE). Hindi experimental group stands for Print Hindi (PH) and Audio Hindi (AH). It is to be understood that each of the above
categories were further subdivided into two groups of students taken equally
from classes X and XI.

The number of students in Combined Experimental group was 120 and
it was 30 in the Control group. The following sub sections of this chapter from
3.1 to 3.18 give computed values of Mean (M), standard deviation (SD) and t-
ratios (t) between various experimental groups and the Control group
representing the impact of Life Lessons on Emotional and Spiritual
Intelligence. A brief overview of the content of the sub sections are presented
below prior to the discussion. These subsections pertain to respective
hypotheses delineated in chapter II.

Sub Section 3.1 gives discussion of results on the t-ratio between
Combined Experimental (PE,PH,AE,AH) and Control
groups on Emotional Intelligence.

Sub Section 3.2 gives discussion of results based on the t-ratio between
Combined Experimental (PE,PH,AE,AH) and Control
groups on Spiritual Intelligence.

Sub Section 3.3 gives discussion of results based on the t-ratios
between Print and Audio with respect to English and
Hindi for Emotional Intelligence.

Sub Section 3.4 gives discussion of results based on the t-ratios
between Print and Audio with respect to English and
Hindi for Spiritual Intelligence.

Sub Section 3.5 gives discussion of results based on the t-ratios among
Print, Audio and Control groups taken two at a time on
Emotional Intelligence.

Sub Section 3.6 gives discussion of results based on the t-ratios among
Print, Audio and Control groups taken two at a time on
Spiritual Intelligence.

Sub Section 3.7 gives discussion of results based on the t-ratios
between Print English (PE) and Print Hindi (PH) and
Analysis and Interpretation of Quantitative Data

Audio English (AE) and Audio Hindi (AH) on Emotional Intelligence.

Sub Section 3.8 gives discussion of results based on the t-ratios between Print English (PE) and Print Hindi (PH) and Audio English (AE) and Audio Hindi (AH) on Spiritual Intelligence.

Sub Section 3.9 gives discussion of results based on the t-ratios between Hindi (PH,AH), English (PE,AE) and Control groups on Emotional Intelligence.

Sub Section 3.10 gives discussion of results based on the t-ratios between Hindi (PH,AH), English (PE,AE) and Control groups on Spiritual Intelligence.

Sub Section 3.11 gives discussion of results based on the t-ratio between the girls of Combined Experimental (PE,PH,AE,AH) and the girls of Control groups on Emotional Intelligence.

Sub Section 3.12 gives discussion of results based on the t-ratio between the girls of Combined Experimental (PE,PH,AE,AH) and the girls of Control groups on Spiritual Intelligence.

Sub Section 3.13 gives discussion of results based on the t-ratio between the boys of Combined Experimental (PE,PH,AE,AH) and the boys of Control groups on Emotional Intelligence.

Sub Section 3.14 gives discussion of results based on the t-ratio between the boys of Combined Experimental (PE,PH,AE,AH) and the boys of Control groups on Spiritual Intelligence.

Sub Section 3.15 gives discussion of results based on the t-ratio between the girls and boys of Combined Experimental (PE,PH,AE,AH) group on Emotional Intelligence.
Figure 3.1: Comparison of Mean Scores of Combined Experimental and Control Group on Emotional Intelligence

Combined Experimental – PE, PH, AE, AH
Sub Section 3.16 gives discussion of results based on the t-ratio between the girls and boys of Combined Experimental (PE,PH,AE,AH) group on Spiritual Intelligence.

Sub Section 3.17 gives discussion of results based on the t-ratio between classes X and XI of the Combined Experimental (PE,PH,AE,AH) group on Emotional Intelligence.

Sub Section 3.18 gives discussion of results based on the t-ratio between classes X and XI of the Combined Experimental (PE,PH,AE,AH) group on Spiritual Intelligence.

Sub Section 3.1

t-ratio between Combined Experimental (PE,PH,AE,AH) and Control groups on Emotional Intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>No of students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Experimental</td>
<td>120</td>
<td>251.51</td>
<td>33.28</td>
<td>13.54</td>
<td>**significant</td>
</tr>
<tr>
<td>(PE,PH,AE,AH)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>156.53</td>
<td>38.47</td>
<td></td>
<td>**significant at .01 level (t_{48} = 2.57)</td>
</tr>
</tbody>
</table>

Interpretation of results of Table 3.1

(Discussion based on hypothesis 1)

The t-ratio of 13.54 between Combined Experimental (PE,PH,AE,AH) and Control groups for Emotional Intelligence was found to be significant at .01 level. It was inferred that there was a statistically significant difference in the Emotional Intelligence score between Combined Experimental and Control group. This result showed that students exposed to Life Lessons performed significantly better on Emotional Intelligence than the students of Control group. As shown in the figure 3.1 the differences between the mean scores of Combined Experimental and Control groups could not be attributed
to chance factors or some kind of error variance. The difference is genuine, so
the first hypothesis that the students of Combined Experimental group
perform significantly better on Emotional Intelligence than the students of
Control group stands supported. The results of Carney (1999), Ebersohn
(2001) and Dinatale (2001) are consistent with the result of the present study.
Their findings showed that Emotional Intelligence is teachable and fairly easily
applied.

Carney (1999) conducted a study on ‘The human side of organizational
change: Evolution, Adaptation and Emotional Intelligence, a formula for
success.’ It found that most real world change is evolutionary and gradual.
Organizations are governed by the same laws of change which govern other
living things. If one accepts this premise, change can be anticipated and
successfully negotiated in the long run. Organizations are groups of
individuals whose successful interaction contributes directly to organizational
flexibility. Flexibility contributes directly to adaptation which leads to effective
change management and, thus, organizational success.

Ebersohn (2001) studied ‘A guidance and counselling programme in
core life skills’ and found that life skills programmes mostly focus on people’s
external actions to cope with life’s demands. The aim of this study was to
design a guidance and counselling programme enabling people to effectively
manage their own lives, by means of the core life skills and conscious
proactive self talk. This study propagates the view that conscious proactive
self-talk serves as a link between the identity, affects, cognition and actions of
individuals and is at the core of skilled behaviour. Subsequent to the training
programme, it was found that clients acquired both intrapsychic as well as
interpsychic skills. Intrapsychic skills noted were self-acceptance, self-
awareness and self-regulation of emotions, improved motivation, optimism
and perseverance. Interpsychic skills acquired by clients included empathy,
more effective expression of emotions, as well as more effective interpersonal
behaviour. Clients felt progressively in control and this experience was
reflected in their more effective daily actions.
Dinatale (2001), on 'The impact of the emotional learning curriculum on the Emotional Intelligence of adolescents' showed that the treatment group demonstrated a greater proportional increase in Emotional Intelligence. Emotional Intelligence and social competency of the individual are both entwined in managing emotions, according to Mayer and Salovey's (1997) model. Focusing on emotional regulation in isolation and not recognizing the highly complex interaction between emotional and social environment may be problematic. Enhancing the pre-existing emotional competence curriculum of peer helping programs and the courage to approach education from a liberating, humanistic construct is emphasized.

Of interest to this study are also the following studies which do not find significant relationship of Emotional Intelligence with certain other variables. Tapia (1998) conducted a study on the relationship of Emotional Intelligence to achievement. He found that there existed a lack of relationship between Emotional Intelligence and academic achievement. Pellitteri and Suzuki (1999) found that defence styles (maladaptive to adaptive) were not correlated with the Emotional Intelligence components of perception and regulation. Sarabjit (1999) concluded that there is no significant relationship between Emotional Intelligence and adjustment of adolescents. Ree et al. (1994), Graves (2000), argue that Emotional Intelligence adds nothing new to general intelligence. Ahuja (2002) reported that Emotional Intelligence does not interact significantly with the strategies of teaching.

A closer investigation suggests that the following factors might have been operational for the outcome of this result of the present study.

First the whole subject matter content was divided under sub-headings. Each Life Lesson was effectively presented as it was broken up into conveniently structured sub-titles in accordance with the qualities of person or individual on whose life the Life Lesson was based.
Figure 3.2: Comparison of Mean Scores of Combined Experimental and Control Group on Spiritual Intelligence
Second, the Life Lessons were prepared on 33 great lives, which provided a variety of qualities and skills of life to the students under experimental investigation.

Third, there was provision for a continuous interaction between the teacher (investigator herself) and the students. The students’ grasp of the Life Lessons was also strengthened when they discussed the questions at the end of each sub-title and Life Lesson. Moreover, the language used in Life Lessons was lucid.

So the difference between Combined Experimental and Control group on Emotional Intelligence—i.e. 251.51-156.53=94.98 may be attributed to the treatment variable effect—i.e. teaching of Life Lessons.

The difference between the Combined Experimental and Control group on Spiritual Intelligence is discussed in next sub section

Sub Section 3.2

t-ratio between Combined Experimental (PE,PH,AE,AH) and Control groups on Spiritual Intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Experimental (PE, PH, AE, AH)</td>
<td>120</td>
<td>216</td>
<td>17.73</td>
<td>10.14</td>
<td>**significant</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>178.63</td>
<td>20.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** significant at .01 level ($t_{148}=2.57$)

Interpretation of results of Table 3.2

(Discussion based on hypothesis 2)

The t-ratio of 10.14 between Combined Experimental group and Control group on Spiritual Intelligence was found to be significant at .01 level. It was inferred that there was a statistically significant difference in the Spiritual Intelligence scores between Combined Experimental and Control
group. The Combined Experimental group had higher mean score than the Control group. The result showed that the students exposed to Life Lessons performed significantly better on Spiritual Intelligence than the students of Control group. The difference between the mean score of Combined Experimental and Control group, therefore, could not be attributed to chance factors or some kind of error variance. The difference is genuine, so the second hypothesis that students of Combined Experimental group perform significantly better on Spiritual Intelligence than students of Control group stands supported. This result is consistent with the results of the studies by Barbara (1996), Stahl (1996), Peters (2000) and Johnson (2001).

Barbara (1996) studied ‘Alternative Spirituality’ and found that the re-emergence of spirituality at this juncture in our history is indication that a shift towards spirituality may be taking place.

Stahl (1996) on ‘The role of aesthetic education on the development of the early elementary school child’, showed that five art forms, when interrelated, can serve as the core of a holistic approach to aesthetic education at the early elementary level: language, movement, music, painting and sculpture. The study concludes with the broad outline of a developmentally appropriate and meaningful aesthetic education that takes into consideration the wisdom inherent in cultural traditions beyond that of the modern industrial west and provides at the early elementary level an experiential foundation for later life.

Peters (2000) in ‘Acts of will’ (will refers to the Life Lessons which the instructor imparts in class) found that participants’ wills influence one another. Johnson (2001) in ‘An international collaboration of young adolescents involving networked technology and faith formation’ (which included Spiritual Intelligence), concluded that the international cohort fostered by networked technology made religion seem more relational and real. Smithline (2001) suggested that adolescents without a religious background may seek spiritual experiences through alcohol and other drug use. Similarly Mohler (1996) also reported strong relationship between spiritual well-being and its sub-scale—religious well-being.
A closer investigation suggests that the following factors might have been operational for the outcome of this result of the present study.

First a recognition that the purpose of life is to nurture and develop the spiritual side of our nature—to cultivate the noble qualities: truthfulness, honesty, courage, reliability, compassion, courtesy was provided through all the Life Lessons.

Second, Life Lessons, especially of Mother Teresa, Nelson Mandela, Dalai Lama, Mahatma Gandhi, Father Damien, Florence Nightingale etc. provided instances of duty, nurturing, understanding, personal transformation, brotherhood, and selfless service, to the students under experimental treatment. So the skills, abilities and behaviours required to find a moral and ethical path to help and guide through life, which ensures commitment, connectedness and harmony with our inner-self, interpersonal relationships and with the cosmos, were all presented in the Life Lessons. As shown in the figure 3.2 the difference between the mean scores of Combined Experimental and Control groups on Spiritual Intelligence—i.e. 216-178.63=37.37—may be attributed to the treatment variable effect—i.e. exposure to Life Lessons.

The difference between Print and Audio with respect to English and Hindi Life Lessons on Emotional Intelligence is discussed in subsection 3.3.

**Sub Section 3.3**

**t-ratios between Print and Audio groups with respect to English and Hindi on Emotional Intelligence**

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print English (PE)</td>
<td>30</td>
<td>262.73</td>
<td>21.47</td>
<td>2.10</td>
<td>*Significant</td>
</tr>
<tr>
<td>Audio English (AE)</td>
<td>30</td>
<td>254.80</td>
<td>22.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print Hindi (PH)</td>
<td>30</td>
<td>280.67</td>
<td>10.55</td>
<td>10.95</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>Audio Hindi (AH)</td>
<td>30</td>
<td>269.27</td>
<td>18.23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level ($t_{58}=2.00$)

**Significant at .01 level ($t_{58}=2.66$)
Figure 3.3: Comparison of Mean Scores of Print English and Audio English, Print Hindi and Audio Hindi taken two at a time on Emotional Intelligence

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print English X and XI</td>
<td>262.73</td>
</tr>
<tr>
<td>Audio English X and XI</td>
<td>254.8</td>
</tr>
<tr>
<td>Print Hindi X and XI</td>
<td>280.67</td>
</tr>
<tr>
<td>Audio Hindi X and XI</td>
<td>269.27</td>
</tr>
</tbody>
</table>
Interpretation of results of Table 3.3

(Discussion based on hypothesis 3)

The t-ratio of 2.10 between Printed Life Lessons in English and Audio-taped Life Lessons in English was found to be statistically significant at .05 level. Similarly the t-ratio of 10.95 between Printed Life Lessons in Hindi and Audio-taped Life Lessons in Hindi was found to be statistically significant at .01 level for Emotional Intelligence. The results showed that Print groups in both English and Hindi language performed better than the Audio groups in the respective languages on Emotional Intelligence. As shown in the figure the difference between the mean scores of Print and Audio English—i.e. 262.73-254.80=7.93—and between Print and Audio Hindi—i.e. 280.67-269.27=11.4—was due to the modes of presentation—i.e. Print and Audio material. So the third hypothesis that students of the Print group (PE,PH) perform significantly better than their Audio counterparts (AE,AH) in both languages on Emotional Intelligence stands supported. The theoretical evidence as well as empirical—namely Sinha (1982), Rabindradas (1984), Mohanty (1990), Shetty (1992) and Aarntzen et. al. (1994)—are consistent with the results of the present study.

According to Russell (1993), it is obvious that the printed word has been a powerful force in furthering technological progress over the centuries. In an age of computers and satellite communications, the most powerful and pervasive educational technology is the text book. In terms of accessibility and breadth of impact, printed matter remains and is likely to remain, the most widely used instructional tool. Rabindradas (1984) reported that the self-instructional materials (in print) succeeded in enhancing learning capacities and were found superior to the other modes of learning. Sinha (1982) commented that the 22.5 minute morning transmission meant for school children could not yield much beyond their learning to make paper dolls and picking up a few new Hindi words. He further reported that in the programmes in which visual identification was involved, learning was higher.
Khan (1992) also reported printed material as better than audio-taped material. Shetty (1992) conducted a comparative study of visual discrimination and auditory discrimination on language material in the educable mentally retarded children and concluded that children retain language material presented visually better as compared to auditorily presented material.

So the difference between Print and Audio English and Print and Audio Hindi may be attributed to the modes of presentation i.e. Print and Audio.

The difference between Print and Audio with respect to English and Hindi on Spiritual Intelligence is discussed in sub section 3.4.

**Sub Section 3.4**

**t-ratios between Print and Audio groups with respect to English and Hindi on Spiritual Intelligence**

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print English (PE)</td>
<td>30</td>
<td>222.60</td>
<td>4.07</td>
<td>4.41</td>
<td><strong>Significant</strong></td>
</tr>
<tr>
<td>Audio English (AE)</td>
<td>30</td>
<td>211.73</td>
<td>17.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print Hindi (PH)</td>
<td>30</td>
<td>238.67</td>
<td>7.30</td>
<td>5.32</td>
<td><strong>Significant</strong></td>
</tr>
<tr>
<td>Audio Hindi (AH)</td>
<td>30</td>
<td>227.60</td>
<td>6.41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level (t58=2.66)

**Interpretation of results of Table 3.4**

(Discussion based on hypothesis 4)

The t-ratio of 4.41 between Print and Audio English group was found to be significant at .01 level. Similarly t-ratio of 5.32 between Print and Audio Hindi group was also found to be significant at .01 level. The result showed that Print group in both languages performed better than Audio groups in respective languages. As shown in the figure 3.4 the difference between the mean scores of Print English and Audio English—i.e. 222.60-211.73 = 10.87—and between the Print Hindi and Audio Hindi—i.e. 238.67-227.60=11.07—was due to the modes of presentation—i.e. Print and Audio.
So, the fourth hypothesis that students of Print group (PE,PH) perform significantly better than their Audio counterparts (AE,AH) in both languages on Spiritual Intelligence stands supported. Therefore, there exists a significant difference between the students exposed to Printed Life Lessons and students exposed to Audio taped Life Lessons. This study clearly establishes the superiority of Print media over the Audio media. The theoretical evidence as well as the empirical–namely Sinha (1982), Rabindradas (1984), Mohanty (1990), Shetty (1992) and Aarntzen et. al. (1994)–are consistent with the results of the present study which already have been discussed in sub section 3.3.

The difference between Print (PE,PH), Audio (AE,AH) and Control groups is discussed in sub section 3.5.

**Sub Section 3.5**

**t-ratios between Print (PE,PH), Audio (AE,AH) and Control groups on Emotional Intelligence**

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>S D</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio (AE, AH) and Print (PE, PH)</td>
<td>60</td>
<td>244.47</td>
<td>32.99</td>
<td>2.67</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>Audio (AE, AH) and Control</td>
<td>60</td>
<td>244.47</td>
<td>32.99</td>
<td>11.91</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>Print (PE,PH) and Control</td>
<td>30</td>
<td>253.55</td>
<td>33.72</td>
<td>12.27</td>
<td><strong>significant</strong></td>
</tr>
</tbody>
</table>

**Significant at .01 level (t_{88}=1.98)**

**Significant at .01 level (t_{18}= 2.61)**

**Interpretation of results of Table 3.5**

**(Discussion based on hypothesis 5)**

The t-ratio of 2.67 between Audio (AE,AH) and Print groups (PE,PH) exposed to Audio-taped and Printed Life Lessons respectively for Emotional
Figure 3.5: Comparison of Mean Scores of Print, Audio and Control Groups taken two at a time on Emotional Intelligence

Print: Print English and Print Hindi
Audio: Audio English and Audio Hindi
Control: Control X and XI
Intelligence was found to be significant at .01 level. It was inferred that there was a statistically significant difference in the Emotional Intelligence score between Print and Audio groups. As shown in the figure 3.5 the Print group had higher mean score than Audio group. The result showed that the students taught through printed material performed better than audio group on Emotional Intelligence.

The t-ratio of 11.91 between Control and Audio groups (AE,AH) exposed to Life Lessons on Emotional Intelligence was found to be significant at .01 level. It was inferred that there was a statistically significant difference in the Emotional Intelligence scores between Control and Audio groups. As shown in the figure 3.5 the Audio group had higher mean score than the Control group. This difference may be attributed to the teaching of Life Lessons, which helped the Audio group to perform better on Emotional Intelligence than the Control group.

The t-ratio of 12.27 between Print (PE,PH) and Control group was found to be significant at .01 level. It was inferred that there was a statistically significant difference between the Print and Control groups on Emotional Intelligence. As shown in the figure 3.5 the Print group had higher mean score than the Control group. This result showed that Print group exposed to Life Lessons performed better than the Control group on Emotional Intelligence. The difference may be attributed to the treatment (i.e. teaching of Life Lessons) provided to the Print group, which helped the students of Print group to perform better on Emotional Intelligence than the Control group.

The result revealed that the difference between mean scores of Print, Audio and Control group could not be attributed to chance factors or some kind of error variance. The difference is genuine, so the fifth hypothesis that students of Print (PE,PH) and Audio groups (AE,AH) perform significantly better than the Control group on Emotional Intelligence stands supported.

Moreover, it was found that not only the Print and Audio groups performed significantly better than the Control group on Emotional Intelligence, but also the Print group did significantly better than the Audio group on Emotional Intelligence. The theoretical evidence is also consistent with the results of the present study. Duchastel (1980) draws attention to
Figure 3.6: Comparison of Mean Scores of Print, Audio and Control Groups taken two at a time on Spiritual Intelligence

Print: Print English and Print Hindi
Audio: Audio English and Audio Hindi
Control: Control X and XI
three possible roles of printed material for illustrations: (a) an attention role, where an illustration is primarily intended to keep students interested, (b) an explicative role, where an illustration directly assists comprehensions by visually clarifying a point and finally, (c) a retentional role, where an illustration assists later retention of information by being easier to recall than verbal ideas alone.

The special nature of a given technology influences the way it is developed and applied in education. It is obvious that the printed word has been a powerful force in furthering technological progress over the centuries. Several differences and useful distinctions can be made between print media and other technologies. The physical format of print media is now stable, though by no means singular. By audio media we mean the various means of recording and transmitting the human voice and other sounds for instructional purposes. The efficiency of communication is affected by the listening process as the message passes from sender to receiver. So, this may be another reason for the better performance of the Print group over Audio and Control groups on Emotional Intelligence. The difference between Print, Audio and Control groups on Spiritual Intelligence is discussed in sub section 3.6.

**Sub Section 3.6**

**t-ratios between Print (PE,PH) Audio (AE,AH) and Control groups on Spiritual Intelligence**

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print (PE,PH)</td>
<td>60</td>
<td>220.95</td>
<td>16.94</td>
<td>2.91</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>And Audio (AE,AH)</td>
<td>60</td>
<td>211.82</td>
<td>17.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print (PE,PH)</td>
<td>60</td>
<td>220.95</td>
<td>16.94</td>
<td>10.29</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>And Audio (AE,AH)</td>
<td>60</td>
<td>211.82</td>
<td>17.45</td>
<td>8.21</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>And Control</td>
<td>60</td>
<td>178.63</td>
<td>20.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print (PE,PH)</td>
<td>30</td>
<td>220.95</td>
<td>16.94</td>
<td>10.29</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>And Control</td>
<td>30</td>
<td>178.63</td>
<td>20.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at .01 level ($t_{69}=1.98$)**

**Significant at .01 level ($t_{118}=2.61$)**
Interpretation of results of Table 3.6  
(Discussion based on hypothesis 6)

The t-ratio of 2.91 between Audio (AE,AH) and Print group (PE,PH) exposed to Audio taped and Printed Life Lessons respectively on Spiritual Intelligence was found to be significant at .01 level. It was concluded that there was a statistically significant difference in the Spiritual Intelligence scores between Audio and Print groups. As shown in the figure 3.6 the Print group had higher mean score than the Audio group.

The t-ratio of 8.21 between Control and Audio (AE,AH) group for Spiritual Intelligence was also found to be significant at .01 level. It was inferred that there was a statistically significant difference in the Spiritual Intelligence scores between Control and Audio groups. As shown in the figure 3.6 the Audio group had higher mean score than the Control group.

The t-ratio of 10.29 between Print (PE,PH) and Control groups for Spiritual Intelligence was found to be significant at .01 level. It was inferred that there was a statistically significant difference in the Spiritual Intelligence scores between Print and Control groups. As shown in the figure 3.6 the Print group had higher mean score than the Control group.

This result showed that the students exposed to Life Lessons in both Audio and Print groups performed better than the students of the Control group on Spiritual Intelligence. So, the sixth hypothesis that the students of Print (PH,PE) and Audio (AE,AH) groups perform significantly better than the Control group on Spiritual Intelligence stands supported. Moreover, it was found that not only the Print and Audio groups performed significantly better than the Control group on Spiritual Intelligence, but the Print group did significantly better than the Audio group on Spiritual Intelligence. The theoretical evidence is also consistent with the results of the present study which have been discussed in previous section 3.5.

The difference between Print English (PE) and Print Hindi (PH) and Audio English (AE) and Audio Hindi (AH) on Emotional Intelligence is discussed in sub section 3.7.
Figure 3.7: Comparison of Mean Scores of Print English and Print Hindi, Audio English and Audio Hindi taken two at a time on Emotional Intelligence.

Mean Score

Print English: 262.73
Audio English: 280.67
Print Hindi: 254.8
Audio Hindi: 269.27

Groups:

PE – Print English X and XI
PH – Print Hindi X and XI
AE – Audio English X and XI
AH – Audio Hindi X and XI
Sub Section 3.7

$t$-ratios between Print English (PE) and Print Hindi (PH) and Audio English (AE) and Audio Hindi (AH) on Emotional Intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>$t$</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print English (PE)</td>
<td>30</td>
<td>262.73</td>
<td>21.47</td>
<td>3.97</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>Print Hindi (PH)</td>
<td>30</td>
<td>280.67</td>
<td>10.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio English (AE)</td>
<td>30</td>
<td>254.80</td>
<td>22.91</td>
<td>13.17</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>Audio Hindi (AH)</td>
<td>30</td>
<td>269.27</td>
<td>18.23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level ($t_{ss} = 2.66$)

Interpretation of results of Table 3.7

(Discussion based on hypothesis 7)

The $t$-ratio of 3.97 between Print English (PE) and Print Hindi (PH) was found to be statistically significant at .01 level. Similarly the $t$-ratio of 13.17 between Audio English (AE) and Audio Hindi (AH) was also found to be significant at .01 level. The result showed that Print Hindi group (PH) and Audio Hindi group (AH) exposed to Life Lessons in Hindi performed better than their counterparts in English on Emotional Intelligence. As shown in the figure 3.7 the difference between the mean scores of Print English and Print Hindi—i.e. 280.67-262.73=17.94—and between Audio English and Audio Hindi—i.e. 269.27-254.80=14.47—was due to the difference in the mediums of presentation—i.e. English and Hindi language. So the seventh hypothesis that students of Audio and Print groups exposed to Life Lessons in Hindi language perform significantly better than the students of Audio and Print groups exposed to Life Lessons in English on Emotional Intelligence stands supported. The results of Dave and Anand (1971), Pachaury (1985) and Kaile (1987) are consistent with the results of the present study.

Dave and Anand (1971) reported that students of mother tongue medium schools score significantly better than the students of English
Figure 3.8: Comparison of Mean Scores of Print English and Print Hindi, Audio English and Audio Hindi taken two at a time on Spiritual Intelligence.
medium schools. Pachaury (1985) wrote that Hindi medium students are predisposed to divergent thinking and English medium students use convergent thinking. Kaile (1987) also reported significant differences in the scholastic achievements between mother tongue medium students and English medium students, in favour of the mother tongue users.

A closer investigation reveals that the advantage of mother tongue—i.e. Hindi—over a foreign language might have been operational for the outcome of this result.

The difference between Print English (PE) and Print Hindi (PH) as well as Audio English (AE) and Audio Hindi (AH) on Spiritual Intelligence have been discussed in the next sub section i.e. 3.8.

Sub Section 3.8

**t-ratios between Print English (PE) and Print Hindi (PH) and Audio English (AE) and Audio Hindi (AH) on Spiritual Intelligence**

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print English (PE)</td>
<td>30</td>
<td>222.60</td>
<td>4.07</td>
<td>5.56</td>
<td>** significant</td>
</tr>
<tr>
<td>Print Hindi (PH)</td>
<td>30</td>
<td>238.67</td>
<td>7.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio English (AE)</td>
<td>30</td>
<td>211.73</td>
<td>17.30</td>
<td>9.08</td>
<td>** significant</td>
</tr>
<tr>
<td>Audio Hindi (AH)</td>
<td>30</td>
<td>227.60</td>
<td>6.41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level (t_{58}=2.66)

Interpretation of results of Table 3.8
(Discussion based on hypothesis 8)

The t-ratio of 5.56 between Print English (PE) and Print Hindi (PH) was found to be significant at .01 level. Similarly t-ratio of 9.08 between Audio English (AE) and Audio Hindi (AH) was also found to be significant at .01 level. As shown in the figure 3.8 the Print and Audio Hindi groups performed better than their English language counterparts on Spiritual Intelligence. So the eighth hypothesis that the students of Audio and Print groups exposed to
Life Lessons in Hindi perform significantly better than the students of Audio and Print groups exposed to Life Lessons in English on Spiritual Intelligence stands retained. The results of Dave and Anand (1971), Pachauri (1985) and Kaile (1987) are consistent with the results of the present study. Results of the above studies have already been discussed in the previous section 3.7.

A closer investigation reveals that mother tongue—i.e. Hindi—facilitates better performance on Spiritual Intelligence than a foreign language.

The significance of differences between the groups exposed to Life Lessons in Hindi and English with the Control group and with each other are discussed in the next sub section i.e. 3.9.

**Sub Section 3.9**

**t-ratios between Hindi (PH,AH), English (PE,AE) and Control groups on Emotional Intelligence**

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi (PH, AH) and</td>
<td>60</td>
<td>273.15</td>
<td>12.85</td>
<td>9.37</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>English (PE, AE)</td>
<td>60</td>
<td>229.87</td>
<td>33.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindi (PH, AH) and</td>
<td>60</td>
<td>273.15</td>
<td>12.85</td>
<td>21.32</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>156.53</td>
<td>38.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** significant at .01 level (t_{88}=1.98)

** significant at .01 level (t_{110}=2.61)
Figure 3.9: Comparison of Mean Scores of Hindi, English and Control Groups taken two at a time on Emotional Intelligence

Print: Print Hindi and Audio Hindi
English: Print English and Audio English
Control: Control X and XI
Interpretation of results of Table 3.9

(Discussion based on hypothesis 9)

The t-ratio of 9.37 between English (PE,AE) and Hindi groups (PH,AH) for Emotional Intelligence was found to be significant at .01 level. As shown in the figure 3.9 there was a statistically significant difference in the Emotional Intelligence scores between English and Hindi groups. This result showed that the students taught through Life Lessons in Hindi performed significantly better than the students taught through English on Emotional Intelligence.

The t-ratio of 9.33 between Control and English (PE,AE) group on Emotional Intelligence was found to be significant at .01 level. As shown in the figure 3.9 there was a statistically significant difference in the Emotional Intelligence scores of English and Control groups. This difference may be attributed to the Life Lessons which provided exposure to the students of the English group to perform better on Emotional Intelligence than the Control group.

The t-ratio of 21.32 between the Hindi (PH,AH) and the Control groups on Emotional Intelligence was found to be significant at .01 level. As shown in the figure 3.9 there was a statistically significant difference in the Emotional Intelligence scores between the Hindi and the Control group. The Hindi group had higher mean score than the Control group. The result showed that the students taught through Life Lessons in Hindi performed better than the Control group on Emotional Intelligence. The better performance of the Hindi group may be attributed to the teaching of Life Lessons which helped the group to perform better on Emotional Intelligence than the Control group.

So, the ninth hypothesis that the students of Hindi and English groups perform significantly better than the Control group on Emotional Intelligence stands supported. Moreover, it was found that not only the Print and Audio groups irrespective of the language, performed significantly better than the Control group on Emotional Intelligence, but the group exposed to Life Lessons in Hindi did significantly better than the one exposed to the same in English.
Figure 3.10: Comparison of Mean Scores of Hindi, English and Control Groups taken two at a time on Spiritual Intelligence

Hindi: Print Hindi and Audio Hindi
English: Audio English and Print English
Control: Control X and XI
Analysis and Interpretation of Quantitative Data

The difference between Hindi, English and Control groups on Spiritual Intelligence is discussed in the next sub section 3.10.

Sub Section 3.10

t-ratios between Hindi (PH, AH), English (PE, AE) and Control groups on Spiritual Intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi (PH, AH) and English (PE, AE)</td>
<td>60</td>
<td>226.55</td>
<td>11.48</td>
<td>7.65</td>
<td>**Significant</td>
</tr>
<tr>
<td>English (PE, AE) and Control</td>
<td>60</td>
<td>206.22</td>
<td>17.08</td>
<td>6.80</td>
<td>**Significant</td>
</tr>
<tr>
<td>Hindi (PH, AH) and Control</td>
<td>30</td>
<td>178.63</td>
<td>20.16</td>
<td>14.37</td>
<td>**Significant</td>
</tr>
</tbody>
</table>

** significant at .01 level ($t_{88}=1.98$)

** significant at .01 level ($t_{118}=2.61$)

Interpretation of Table 3.10

(Discussion based on hypothesis 10)

The t-ratio of 7.65 between English (PE, AE) and Hindi (PH, AH) groups exposed to Life Lessons on Spiritual Intelligence was found to be significant at .01 level. As shown in the figure 3.10 there was a statistically significant difference in the Spiritual Intelligence scores between English and Hindi groups. The Hindi group had a higher mean score than English group. The better performance of Hindi group may be attributed to the use of the mother tongue—i.e. Hindi language—which helped them to perform better than the English group.

The t-ratio of 6.80 between the Control and the English groups for Spiritual Intelligence was found to be significant at .01 level. As shown in the figure 3.10 the English group had higher mean score than Control group. This
difference may be attributed to the Life Lessons provided to the English group which helped them to perform better than the Control group on Spiritual Intelligence.

The t-ratio of 14.37 between the Hindi (PH,AH) and the Control groups for Spiritual Intelligence was found to be significant at .01 level. As shown in the figure 3.10 the students exposed to Life Lessons in Hindi performed significantly better on Spiritual Intelligence than the Control group. This difference may be attributed to the exposure to Life Lessons provided to the Hindi groups which helped them to perform better than the Control group on Spiritual Intelligence. So, the tenth hypothesis that students of Hindi and English groups perform significantly better than the Control group on Spiritual Intelligence stands supported. Moreover, it was found that not only the Print and the Audio groups, irrespective of the language, performed significantly better than the Control group on Spiritual Intelligence, but the group exposed to Life Lessons in Hindi did significantly better than the one exposed to the same in English.

The difference between the girls of Combined Experimental group and the girls of Control group is discussed in next sub section 3.11.

**Sub Section 3.11**

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Experimental group</td>
<td>50</td>
<td>250.84</td>
<td>32.84</td>
<td>8.10</td>
<td><strong>Significant</strong></td>
</tr>
<tr>
<td>(PE, AE, PH, AH)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>11</td>
<td>162.27</td>
<td>32.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** significant at .01 level (t_{59} = 2.66)
Figure 3.11: Comparison of Mean Scores of the Girls of Combined Experimental and Control Group on Emotional Intelligence

Combined Experimental - PE, PH, AE, AH

Mean Score

Combined Experimental 250.84
Control 162.3

Groups

Combined Experimental – PE, PH, AE, AH
Interpretation of results of Table 3.11
(Discussion based on hypothesis 11)

The t-ratio of 8.10 between the girls of the Combined Experimental (PE, PH, AE, AH) and the Control groups for Emotional Intelligence was found to be significant at .01 level. It was inferred that there was a statistically significant difference in the Emotional Intelligence score of girls of the Combined Experimental and Control groups. As shown in the figure 3.11 the girls of the Combined Experimental group had higher mean score of 250.84 than the girls of Control group with a mean score of 162.27. The result showed that the girls of Combined Experimental group exposed to Life Lessons performed better on Emotional Intelligence than the girls of Control group. So, the eleventh hypothesis that the girls of Combined Experimental group perform significantly better than the Control group on Emotional Intelligence stands supported. The better performance of the girls of Combined Experimental group may be attributed to the teaching of Life Lessons which provided a wide range of skills and insights.

Of peripheral interest to this study are the following studies which found relationships between individual performance and Emotional Intelligence.

O’Halloran (1994) in ‘Exploring the effects of thoughts and thought processes on exercise-induced feeling states’ found that individuals who paid attention to their mood and were able to repair mood, experienced higher levels of energy in comparison to individuals who were less capable of repairing moods. Mount (2000) conducted a study on ‘What role does Emotional Intelligence play for superior performers in the international business of a capital-intensive, asset-based industry’ and concluded that Emotional Intelligence competencies were critical to the successful planning and execution of international business.

The significance of the difference between the performance of girls of the Combined Experimental and the girls of the Control group on Spiritual Intelligence is discussed in the sub section 3.12.
Figure 3.12: Comparison of Mean Scores of the Girls of Combined Experimental and Control Group on Spiritual Intelligence

Combined Experimental - PE, PH, AE, AH
Analysis and Interpretation of Quantitative Data

Sub Section 3.12

t-ratio between Girls of the Combined Experimental (PE, AH, AE, AH) and the Girls of Control groups on Spiritual Intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>S D</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Experimental (PE,</td>
<td>50</td>
<td>216.90</td>
<td>15.54</td>
<td>6.93</td>
<td>** significant</td>
</tr>
<tr>
<td>AE, PH, AH)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>11</td>
<td>173.64</td>
<td>29.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level (t_{59}=2.66)

Interpretation of results of Table 3.12

(Discussion based on hypothesis 12)

The t-ratio of 6.93 between the girls of the Combined Experimental and Control groups on Spiritual Intelligence was found to be significant at .01 level. It was inferred that there was a statistically significant difference in the Spiritual Intelligence scores between the girls of the Combined Experimental and Control groups. As shown in the figure 3.12 the girls of the Combined Experimental group had a higher mean score of 216.90 than the Control group which had 173.64. The result showed that the girls exposed to Life Lessons performed better on Spiritual Intelligence than the girls of the Control group. Better performance of the girls of Combined Experimental group may be attributed to the teaching of Life Lessons which helped these students to perform significantly better. So, the twelfth hypothesis that girls of the Combined Experimental group perform significantly better than the girls of Control group on Spiritual Intelligence stands supported.

Of tangential interest to this study are the following, which explored the connections among mental, moral and social statuses of students. Based on their findings, they recommend the incorporation of spiritual values in education [Bowling (1998), Magnusen (2001) and Senter (2001)].
Figure 3.13: Comparison of Mean Scores of the Boys of Combined Experimental and Control Group on Emotional Intelligence

Combined Experimental - PE, PH, AE, AH
Bowling (1998), in ‘An examination of spirituality based on Howard Gardner’s theory of multiple intelligences’ reported that one could begin the process of developing a model to allow one to rethink, reorganize and restructure current congregational and family life education. Magnusen (2001), in ‘Spiritual leadership in educational administration’ reported that spirituality was a vital determinant in leaders. Senter (2001) conducted a study on ‘Spirituality and the maintenance of change: A phenomenological study of women who leave abusive relationships’ and concluded that there is a connection between trauma, recovery, and increased spiritual awareness.

The significance of the difference between the performance of the boys of Combined Experimental (PE, PH, AE, AH) and the boys of Control groups on Emotional Intelligence is discussed in sub section 3.13.

**Sub Section 3.13**

**t-ratio between Boys of Combined Experimental (PE,PH,AE,AH) and Control groups on Emotional Intelligence**

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Experimental</td>
<td>70</td>
<td>251.99</td>
<td>33.82</td>
<td>10.70</td>
<td><strong>significant</strong></td>
</tr>
<tr>
<td>(PE, AE, PH, AH)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>19</td>
<td>153.21</td>
<td>41.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level (t_{87}=2.61)

**Interpretation of Results of Table 3.13**

(Discussion based on hypothesis 13)

The t-ratio of 10.70 between the boys of Combined Experimental (PE, PH, AE, AH) and Control groups on Emotional Intelligence was found to be significant at .01 level. As shown in the figure 3.13 there was a statistically significant difference in the Emotional Intelligence scores of boys of the Combined Experimental and Control groups. The boys of Combined Experimental group had a higher mean score of 251.99 than the boys of...
Figure 3.14: Comparison of Mean Scores of the Boys of Combined Experimental and Control Group on Spiritual Intelligence

Combined Experimental – PE, PH, AE, AH
Control group who had 153.21. This result showed that the boys of Combined Experimental group exposed to Life Lessons performed better on Emotional Intelligence than the boys of Control group. So, the thirteenth hypothesis, that the boys of Combined Experimental group perform significantly better than the boys of Control group on Emotional Intelligence stands supported.

Orr (2001) in 'How Emotional Intelligence facilitates spiritual formation' reported that incorporation of an emotional literacy teaching not only brings emotional wholeness and competency to individuals but also empowers people to become more effective human beings in their relationships.

The significance of the difference between the boys of Combined Experimental and Control groups on Spiritual Intelligence is discussed in the next sub section i.e. 3.14.

**Sub Section 3.14**

**t-ratio between Boys of the Combined Experimental (PE,PH,AE,AH) and Control groups on Spiritual Intelligence**

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Experimental (PE, PH, AE, AH)</td>
<td>70</td>
<td>216.01</td>
<td>19.24</td>
<td>7.42</td>
<td><strong>Significant</strong></td>
</tr>
<tr>
<td>Control</td>
<td>19</td>
<td>181.53</td>
<td>11.72</td>
<td></td>
<td>** Significant at .01 level (t_{47}=2.61)**</td>
</tr>
</tbody>
</table>

**Interpretation of results of Table 3.14**

(Discussion based on hypothesis 14)

The t-ratio of 7.42 between the boys of the Combined Experimental (PE,PH,AE,AH) and Control groups on Spiritual Intelligence was found to be significant at .01 level. As shown in the figure 3.14 there was a statistically significant difference in the Spiritual Intelligence score between the boys of the Combined Experimental and Control groups. The boys of the Combined
Figure 3.15: Comparison of Mean Scores of the Girls and Boys of Combined Experimental Group on Emotional Intelligence

Girls: PE, PH, AE, AH
Boys: PE, PH, AE, AH
Experimental group had higher mean score of 216.01 than the boys of the Control group with 181.53. This result showed that the boys of the Combined Experimental group exposed to Life Lessons performed better on Spiritual Intelligence than the boys of Control group. So, the fourteenth hypothesis that the boys of Combined Experimental group perform significantly better than Control group on Spiritual Intelligence stands supported.

Under studies of peripheral interest, the observations of Bowling (1998), Magnusen (2001) and Senter (2001) have already been discussed in sub section 3.12.

Differential performance due to sex on Emotional Intelligence is discussed in sub section 3.15.

**Sub Section 3.15**

**t-ratio between Girls and Boys of the Combined (PE, PH, AE, AH) Experimental group on Emotional Intelligence**

<table>
<thead>
<tr>
<th>Group (PE, PH, AE, AH)</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls (PE, PH, AE, AH)</td>
<td>50</td>
<td>250.84</td>
<td>32.84</td>
<td>.19</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Boys (PE, PH, AE, AH)</td>
<td>70</td>
<td>251.99</td>
<td>33.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* significant at .05 level (t_{116}=1.98)

** significant at .01 level (t_{116}=2.61)

**Interpretation of results of Table 3.15**

**(Discussion based on hypothesis 15)**

The t-ratio of .19 between the girls and boys of Combined (PE, PH, AE, AH) Experimental group was found to be statistically insignificant. As shown in the figure 3.15 the difference between the mean scores of girls and boys on Emotional Intelligence is also very low (i.e. = 1.15) which showed that there was no significant difference in the performance of girls and boys of the Combined Experimental group on Emotional Intelligence.
Figure 3.16: Comparison of Mean Scores of the Girls and Boys of Combined Experimental Group on Spiritual Intelligence

Girls: PE, PH, AE, AH
Boys: PE, PH, AE, AH
So, the fifteenth hypothesis that sex does not account for differential performance on Emotional Intelligence in Combined Experimental group stands supported. This result is also supported by Reuven (1997), Sarabjit (1999), Smith (2000), Gandhi (2001) and Sanjeev (2001), who found identical patterns of strengths and weaknesses for men and women and reported no significant difference in the Emotional Intelligence of girls and boys.

Bar-on-Reuven (1997) found no differences between men and women worldwide among the Igbuin, Nigerians, Germans, Israelis, Americans and Tamils in Sri Lanka. Bar-on’s conclusions were based on a study of the Emotional Intelligence of more than fifteen thousand people in a dozen countries in four continents. Smith (2000) reported that there was non-significant relationship between Emotional Intelligence and personal characteristics. No difference was found with education, age, marital status, gender or being raised by mother or father.

The discussion of the difference in the performance of girls and boys of the Combined Experimental group on Spiritual Intelligence follows:

**Sub Section 3.16**

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls (PE, PH, AE, AH)</td>
<td>50</td>
<td>216.90</td>
<td>15.54</td>
<td>.27</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Boys (PE, PH, AE, AH)</td>
<td>70</td>
<td>216.01</td>
<td>19.24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* significant at .05 level ($t_{18}=1.98$)
** significant at .01 level ($t_{16}=2.61$)

**Interpretation of results of Table 3.16**

(Discussion based on hypothesis 16)

The $t$-ratio of .27 between the girls and boys of Combined Experimental group on Spiritual Intelligence was found to be statistically insignificant. The
Figure 3.17: Comparison of Mean Scores of Classes X and XI of Combined Experimental Group on Emotional Intelligence

Mean Score

240
230
220
210
200

233.37
230.23

X
XI

Groups
result showed that the girls and boys of the Combined Experimental group performed equally well on the Spiritual Intelligence scores. As shown in the figure 3.16 the mean scores of both girls and boys of the Combined Experimental group are nearly the same. It was concluded that there was no significant difference between the performance of girls and boys of the Combined Experimental group on Spiritual Intelligence.

So, the sixteenth hypothesis that sex does not account for differential performance in Spiritual Intelligence for the Combined Experimental group stands supported.

The discussion of the difference in performance of classes X and XI of Combined Experimental group on Emotional Intelligence follows:

Sub Section 3.17

t-ratio between classes X and XI of Combined Experimental group (PE, PH, AE, AH) on Emotional Intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class X (PE, PH, AE, AH)</td>
<td>60</td>
<td>233.37</td>
<td>57.93</td>
<td>.31</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Class XI (PE, PH, AE, AH)</td>
<td>60</td>
<td>230.23</td>
<td>51.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* significant at .05 level (t_{118}=1.98)
** significant at .01 level (t_{118}=2.61)

Interpretation of results of Table 3.17
(Discussion based on hypothesis 17)

The t-ratio of .31 between classes X and XI for Emotional Intelligence was found statistically insignificant. As shown in the figure 3.17 there was no statistically significant difference in the performance of class X and XI on Emotional Intelligence. So the seventeenth hypothesis that there is a significant difference between the performance of students of classes X and XI on Emotional Intelligence stands rejected.
Figure 3.18: Comparison of Mean Scores of Classes X and XI
Combined Experimental Group on Spiritual Intelligence

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>209.53</td>
</tr>
<tr>
<td>XI</td>
<td>206.75</td>
</tr>
</tbody>
</table>
A closer investigation reveals that the following reasons might have been responsible for this outcome of the present study. The age group, maturity level and the environment in which Life Lessons were imparted to both the classes X and XI were just about the same.

The discussion of the difference in the performance of classes X and XI on Spiritual Intelligence follows.

**Sub Section 3.18**

t-ratio between classes X and XI of Combined Experimental (PE,PH,AE,AH) group on Spiritual Intelligence

<table>
<thead>
<tr>
<th>Group</th>
<th>No of Students</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class X (PE,PH,AE,AH)</td>
<td>60</td>
<td>209.53</td>
<td>26.35</td>
<td>.61</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Class XI (PE,PH,AE,AH)</td>
<td>60</td>
<td>206.75</td>
<td>23.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* significant at .05 level ($t_{18}=1.98$)  
** significant at .01 level ($t_{18}=2.61$)

**Interpretation of results of Table 3.18**

(Discussion based on hypothesis 18)

The t-ratio of .61 between classes X and XI on Spiritual Intelligence was found to be statistically insignificant. As shown in the figure 3.18 there was no statistically significant difference in the performance of classes X and XI. So, the eighteenth hypothesis that there is a significant difference between the performance of students of classes X and XI on Spiritual Intelligence stands rejected.
The conclusions of the present study are as follows:

3.19 CONCLUSIONS

1. Students of the Combined Experimental group performed significantly better than the students of the Control group on Emotional Intelligence. Thus, teaching of Life Lessons proved to be helpful in promoting Emotional Intelligence.

2. Students of the Combined Experimental group performed significantly better than the students of the Control group on Spiritual Intelligence. Thus, exposure to Life Lessons helped the students to perform better on Spiritual Intelligence scale.

3. Students of Print group performed significantly better than their Audio counterparts in both languages on Emotional Intelligence. Thus, Print media proved to be superior as compared to Audio media in teaching of Life Lessons with respect to Emotional Intelligence.

4. Students of Print group performed significantly better than their Audio counterparts in both languages on Spiritual Intelligence. Thus, Print media proved to be superior as compared to Audio media in teaching of Life Lessons with respect to Spiritual Intelligence.

5. Students of Print group performed significantly better than those of the Audio group who in turn did better than the Control group on Emotional Intelligence.

6. Students of Print group performed significantly better than the Audio who in turn did better than the Control group on Spiritual Intelligence.

7. Students of Print Hindi and Audio Hindi groups performed significantly better than Print English and Audio English groups respectively on Emotional Intelligence.

8. Students of Print Hindi and Audio Hindi groups performed significantly better than Print English and Audio English groups respectively on Spiritual Intelligence.
9. Students of the Hindi group performed significantly better than the English group, which in turn, performed significantly better than the Control group on Emotional Intelligence.

10. Students of the Hindi group performed significantly better than the English group, which in turn, performed significantly better than the Control group on Spiritual Intelligence.

11. The girls of the Combined Experimental group performed significantly better than the girls of the Control group on Emotional Intelligence.

12. The girls of the Combined Experimental group performed significantly better than the girls of the Control group on Spiritual Intelligence.

13. The boys of the Combined Experimental group performed significantly better than the boys of the Control group on Emotional Intelligence.

14. The boys of the Combined Experimental group performed significantly better than the boys of the Control group on Spiritual Intelligence.

15. Sex has no effect on performance on Emotional Intelligence in Combined Experimental group.

16. Sex has no effect on performance on Spiritual Intelligence in Combined Experimental group.

17. There is no significant difference between the performances of students of classes X and XI on Emotional Intelligence.

18. There is no significant difference between the performances of students of classes X and XI on Spiritual Intelligence.