The question raised in the mind of the researcher is whether goal orientation and character have any relation with spiritual intelligence. Goal orientation is a part of motivation and motivation plays a very important role in education. All the theories of learning are based on motivation. A motivated student has a desire to acquire the distinct aim/goal. Goals can be looked at in terms of goal content-what is the desired outcome-and goal processes-what strategies to use to secure the goal. Spiritual intelligence is a new concept introduced in the theory of intelligence. It is important to see the effect of goal orientation on spiritual intelligence in students. Now a days it is demand of the time to develop spiritual intelligence among students as they are lacking moral values and aims for preventing violence in educational institutions. Emmons (2000a, 2000b) considers Spiritual Intelligence as a part of intelligence and relates it to goal attainment.

Character is a part of personality. In education, personality development is given the utmost importance. The aim of teaching is to develop a positive personality of the students. According to Cloninger in character there is a dimension called “Self Transcendence” which seems to be directly related to spiritual intelligence. However, whether other dimensions like: Cooperativeness and Self Directedness are also related to spiritual intelligence. According to Dr. Honey Sethi et al. merging of the individual spirit with the universal is seen as the ultimate development of human character and its ultimate goal. According to Paul Brian Greenwood (2007) relationship between increased self reported ability level and the measure of character as well as support for an interaction between ability level and orthogonal achievement goal orientation on the measure of character. Since we consider that Spiritual intelligence is very important in different walks of life including leaning, perception, creativity a, critically thinking and problem solving etc. therefore the study of Spiritual Intelligence seems to be relevant to Goal Orientation and Character.

It seems that Character, Goal Orientation and Spiritual Intelligence are directly or
indirectly related to each other in educational field. Studies have also found that character education helps increase academic achievement (Elias, Zins, Weissberg et al., 1997). Studies have acknowledged many social and academic attitudes associated with enhanced student success (Benninga, Berkowitz, Kuehn, & Smith, 2003). According to (Esquith, 2003) academic achievement is bond to critical thinking skills (a sub dimension of Spiritual Intelligence) and for Brooks (2002) critical thinking is one of the fundamental principles entrenched in character education and critical thinking skills is related to Spiritual Intelligence.

Students have spiritual yearnings that can be met in the classroom by building character and goal attainment techniques. Character education and goal orientation will help develop and strengthen students’ Spiritual Intelligence.

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

**Objectives of the Study**

Every research must have some objectives to achieve. The present study aimed at achieving the following objectives:

1) To explore the relationship among various sub dimensions of Spiritual Intelligence, Goal Orientation and Character for the Total Sample.

2) To find relationship among various sub dimensions of Spiritual Intelligence, Goal Orientation and Character for male and female students.

3) To find relationship among various sub dimensions of Spiritual Intelligence, Goal Orientation and Character for the students of government and private Schools.

4) To determine the contribution of various dimensions of Character, Goal Orientation (Predictor Variables) to all the sub dimensions of Spiritual Intelligence.
Intelligence (Criterion variable) in terms of accountable variance for students of the total sample.

5) To determine the contribution of various dimensions of Character, Goal Orientation (Predictor Variables) to all the sub dimensions of Spiritual Intelligence (Criterion Variable) in terms of accountable variance among male and female students.

6) To determine the contribution of various dimensions of Character, Goal Orientation (Predictor Variables) to all the sub dimensions of Spiritual Intelligence (Criterion Variable) for the students of government and private Schools.

7) To study the differences of Means in all the sub dimensions of Spiritual Intelligence between Male and Female students.

8) To study the differences of Means in all the sub dimensions of Goal Orientation between Male and Female students.

9) To study the differences of Means in all the sub dimensions of character between Male and Female students.

10) To study the differences of Means in all the sub dimensions of Spiritual Intelligence between Government and Private schools students.

11) To study the differences of Means in all the sub dimensions of Goal Orientation between Government and Private schools students.

12) To study the differences of Means in all the sub dimensions of Character between Government and Private schools students.

**Hypotheses**

To every problem, there may be more than one solution. A researcher’s effort is also directed towards a solution of the selected academic problem. Most of the time it is possible to make intelligent guesses about the solution of the problem. Such an intelligent guess of a tentative solution is known as “hypothesis”. As for that matter, the investigator formulated the following hypotheses.

1) There exists no significant relationship among various dimensions of Spiritual Intelligence, Goal Orientation and Character for the Total Sample.

2) There will be no significant relationship among various dimensions of Spiritual Intelligence, Goal Orientation and Character for male and female students.
3) No significant relationship exists among various dimensions of Spiritual Intelligence, Goal Orientation and Character for the students of Government and Private Schools.

4) There will be no significant contribution of various dimensions of Character, Goal Orientation (Predictor Variables) to all the sub dimensions of Spiritual Intelligence (Criterion variable) in terms of accountable variance for the total sample.

5) There will be no significant contribution of various dimensions of Character, Goal Orientation (Predictor Variables) to all the sub dimensions of Spiritual Intelligence (Criterion Variable) in terms of accountable variance among Male and Female students.

6) There will be no significant contribution of various dimensions of Character, Goal Orientation (Predictor Variables) to all the sub dimensions of Spiritual Intelligence (Criterion Variable) in terms of accountable variance for the students of Government and Private Schools.

7) No significant differences of Means exist in all the sub dimensions of Spiritual Intelligence between Male and Female students.

8) No significant differences of Means exist in all the sub dimensions of Goal Orientation between Male and Female students.

9) No significant differences of Means exist in all the sub dimensions of Character between Male and Female students.

10) There will be no significant differences of Means in all the sub dimensions of Spiritual Intelligence between Government and Private schools students.

11) There will be no significant differences of Means in all the sub dimensions of Goal Orientation between Government and Private schools students.

12) There will be no significant differences of Means in all the sub dimensions of Character between Government and Private schools students.

Second chapter that is “Review of literature” covered studies related to three variables – Spiritual Intelligence, Goal Orientation and Character.
Third chapter was devoted to “Research Design and Methodology” which includes sampling, tools, procedure and data analysis. In order to achieve the objectives of the present study, three measures were employed.

For measuring Spiritual Intelligence of Senior secondary students “The Spiritual Intelligence Self – Report Inventory (SISRI 24) was used. It has four dimensions namely- Critical Existential Thinking, Personal Meaning Production, Transcendental Awareness and Conscious State Expansion.

Goal Orientation scale was used to measure different levels of goals among students. It has also four dimensions –Mastery, Performance Approach, Performance Avoidance and Work Avoidance.

Character of the senior secondary students was measured by Character variable which was taken from Temperament and Character Inventory (TCI). It has three dimensions namely Self Directedness, Cooperativeness and Self Transcendence.

The data on all the measures was collected from 500 senior secondary male and female students of government and private schools of Aligarh city.

For objectives from (1) to (3), product moment correlation was employed. In order to study the objectives from (4) to (6), stepwise multiple regression analyses and from (7) to (12) objectives, Independent samples t test were used. The analysis was carried out on total sample as well as on different groups separately.

The results of the analysis along with necessary tables, its interpretations and discussion were presented in the fourth chapter.

**Findings**

Findings based on Inter correlation

In order to study the three objectives namely:

1) To explore the relationship among various dimensions of Spiritual Intelligence, Goal Orientation and Character for the Total Sample.
2) To find relationship among various dimensions of Spiritual Intelligence, Goal Orientation and Character for male and female students.
3) To find relationship among various dimensions of Spiritual Intelligence, Goal Orientation and Character for the students of government and private Schools.

The product moment correlation yielded the following results. Only the important and significant results have been summarized as follows:

**Critical Existential Thinking**

A sub dimension of Spiritual Intelligence had significant positive correlation with Personal Meaning Production, Transcendental Awareness, Conscious State Expansion (in all the groups), Mastery(total, male,& private), Performance Approach (Total, female, private), Performance Avoidance (private schools) and Self Transcendence in all groups) whereas Self Directedness was correlated negatively (in the total & female groups).

**Personal Meaning Production**

A sub dimension of Spiritual Intelligence had significant positive correlation with Transcendental Awareness, Conscious State Expansion (in all the groups), Mastery (total, male, government & Private), Performance Approach (Total & female). Self Directedness significant negatively (Total &female) but positively (government &private), Cooperativeness (government schools) and Self Transcendence (in all the groups).

**Transcendental Awareness**

A sub dimension of Spiritual Intelligence significantly and positively correlated to Conscious State Expansion (in all the groups), Mastery (in all the groups), Self Directedness (Total, male and government), Cooperativeness (total, male, government & private) and Self Transcendence (in all the groups).

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**Conscious State Expansion**
A sub dimension of Spiritual Intelligence positively correlated to Mastery (in all the groups), Performance Avoidance (total, female private), Work Avoidance (female), Self Directedness (total, male & government), Cooperativeness (male & female) and Self Transcendence (in all the groups).

**Goal Orientation**

**Mastery**

A sub dimension of Goal Orientation had significant positive correlation with Performance Approach (in all the groups), Performance Avoidance (female), Work Avoidance (female & government), Self Directedness (total, male government & private), Cooperativeness (in all the groups) and Self Transcendence (in all the groups).

**Performance Approach**

A sub dimension of Goal Orientation significantly and negatively correlated to Performance Avoidance, Work Avoidance (in all the groups), Self Directedness (total, female & private), Cooperativeness (female), and Self Transcendence (male) but correlated positively to Self Transcendence (total & private).

**Performance Avoidance**

A sub dimension of Goal Orientation had significant positive correlation to Work Avoidance, Self Directedness and Cooperativeness in all the groups.

**Work Avoidance**

A sub dimension of Goal Orientation significantly and positively correlated to Self Directedness and Cooperativeness (total, male, female & government).

**Self Directedness**
A sub dimension of Character had significant positive correlation with Cooperativeness (in all the groups).

Cooperativeness

A sub dimension of character significantly and positively correlated to Self Transcendence (in all the groups).

Findings based on Multiple Regression Analyses

In order to ascertain the effect of seven independent variables (four dimensions of Goal Orientation) and (three dimensions of Character) on the four dimensions of dependent variable i.e. Spiritual Intelligence the multiple regression technique has been applied on total sample and different groups.

Regression analysis revealed following results on total sample:

Self Transcendence and Mastery were found to be contributed significant positively to Critical Existential thinking, a sub dimension of Spiritual Intelligence in total sample. Whereas Self Directedness made a negative significant contribution to Critical Existential Thinking.

Mastery, Self Directedness and Self Transcendence as independent variables affected the Personal Meaning Production positively in total sample.

Mastery, Self Transcendence and Self Directedness were found to be contributed significantly to Transcendental Awareness in total sample.

On the measure of Conscious State Expansion, Self Transcendence, Self Directedness, Mastery, Cooperativeness and Performance Avoidance were identified significant potential variables. Self Transcendence, Self Directedness, Mastery and Performance Avoidance affected Conscious State Expansion positively while Cooperativeness contributed negatively to Conscious State Expansion in total sample.

A perusal of results of total sample, reveal that Self Transcendence, Self Directedness and Mastery play an important role in Spiritual Intelligence.
When multiple regression analysis was conducted on male students following results were obtained:

Self Transcendence and Mastery were identified as strong predictors affected total scores of Critical Existential Thinking and contributed positively to Critical Existential Thinking scores in male students.

Mastery and Self Directedness in male students affected positively to Personal Meaning Production.

Mastery and Self Directedness as independent variables contributed significantly on the measure of Transcendental Awareness in male students.

Self Transcendence and Self Directedness were found to be contributed significantly and positively to Conscious State Expansion in male students.

Results of regression analysis conducted on female students reveal the following results:

Self Transcendence, Self Directedness and Performance Avoidance were found to be contributed significantly to Critical Existential Thinking in female students. Self Transcendence and Performance Avoidance affected Critical Existential Thinking positively, but a negative contribution was made by Self Directedness.

Self Transcendence and Mastery were identified as two strong predictors which contributed significantly and positively to Personal Meaning Production in female students.

In the case of female students again Self Transcendence and Mastery affected Transcendental Awareness positively and significantly.

Mastery had been found to be contributed significantly and positively to Conscious State Expansion in female students.

Results of regression analysis conducted on government school students reveal the following results:
Self Transcendence emerged as single potential variable predicted Critical Existential Thinking positively in government schools students.

Mastery and Self Directedness were identified as two potential predictors which contributed significantly and positively to Personal Meaning Production in government school students.

Mastery and Self Directedness again emerged two predictors which contributed significantly and positively to Transcendental Awareness in government school students.

It was found that Mastery, Self Transcendence and Self Directedness contributed significantly and positively on the measure of Conscious State Expansion in government school students.

**The findings related to students of private schools are presented in following lines.**

Self Transcendence, Performance Avoidance, Self Directedness and Mastery were found to be the most significant predictors of Critical Existential Thinking in private school students. Self Transcendence, Performance Avoidance and Mastery variables predicted Critical Existential Thinking of students positively whereas Self Directedness affected negatively.

Mastery and Self Transcendence were identified as two potential predictors which contributed significantly to Personal Meaning Production and Transcendental Awareness in private school students.

Self Transcendence and Performance Avoidance were found to be statistically significant positive on the measure of Conscious State Expansion.

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**Findings based on t-test**
It was found on comparison of Means of Spiritual Intelligence between male and female students that female students have higher Transcendental Awareness, a subdimension of Spiritual Intelligence than their male counterparts.

The results show on comparison of Means of Goal Orientation between male with female students that female students have significantly higher Mastery, Performance approach and Work Avoidance of Goal Orientation as well as for total Goal Orientation.

It had been found on the comparison of Means of Character between male with female students on character that female students have higher Cooperativeness, a subdimension of Character as well as total Character.

The results obtained on comparison of Means of Spiritual Intelligence between government and private schools students that private schools students show higher Critical Existential thinking, a subdimension of Spiritual Intelligence as compared to their counterparts.

The results obtained on comparison of Means of Goal Orientation between government and private school students that private school students have higher Performance Approach, a subdimension of Goal Orientation whereas students of government schools show higher Performance Avoidance and Work Avoidance than the students of Private schools.

(Higher scores on PAV and WA means students do not avoid performance and work)

The students of government schools show higher Self Directedness and Cooperativeness as well as for total Character than the students of private schools.

**Educational Implications**

Knowledge is a prerequisite for all kind of success in life. Education should prepare the students to understand existential issues which in a great way is associated with
value oriented education- an education which is based on the philosophy of sound mind, sound body including sound spirit. This is the demand of the day. It is important to mention the implication of the present study for the education system. We must restructure the school curriculum to reflect forms of learning, which not only help in development of intellects of individuals but also improve the spiritual intelligence of students especially in case of boys. Socially, the child is the product of environment. If the school is able to create a congenial, pleasant and favourable climate for learning, the child is likely to enjoy the school experience. The school is the chief continuing and supplementing institution in which children develop sound mental health.

Mastery, a sub dimension of Goal Orientation is a potential predictor of all the sub dimensions of Spiritual Intelligence. This shows a significant relationship between Mastery (which refers to increase knowledge) and Spiritual Intelligence of students.

Students who set Mastery goal focus on learning the material and mastering the task at hand. Mastery enhances learning which encourages the use of more effective metacognitive and cognitive strategies. Mastery is the potential predictor of Critical Existential Thinking (CET), a sub dimension of Spiritual Intelligence. According to Esquith (2003) Academic achievement is bond to critical thinking skills (a sub dimension of Spiritual Intelligence). Critical Existential Thinking is related to creative ability as Critical Existential Thinking is also the ability to analyze facts, generate and organize ideas (Chance, 1986).

Students should be encouraged for Critical Existential Thinking so that they may become creative persons. The curriculum should be designed that it takes it into consideration. A student who wishes to increase his/her level of Spiritual intelligence must be mastery oriented.

Students should be grouped according to their interests; they may be more likely to adopt mastery goals.

The result of the t test shows that Spiritual Intelligence of Female students is higher
than their Male counterpart. Schools management should be aware about the need of the time and should include those strategies for the students especially male students which increase the level of Mastery among them so that they may become spiritually oriented personality. The result of the female students reveals that they are goal oriented and possess spiritual intelligence.

Self Transcendence and Self Directedness are potential predictors on the sub dimensions of Spiritual Intelligence.

Self Transcendence is directly related to Transcendental Awareness, a sub dimension of Spiritual Intelligence. It is intertwined with Spiritual Intelligence. The TCI Self Transcendence Scale is often used as a measure of Spirituality.

Cloninger has emphasized that Spiritual Intelligence is an essential component in the process of integration and maturation of personality.

It reflects the tendency of identification with unity of all things and is associated with deficits in transpersonal identification or conscience. It captures the degree to which an individual feels a part of nature and the nature at large. Individuals who have Self Transcendence are imaginative, aesthetic; pursue spiritual values and self neglecting. For the development of Self Transcendence among students, programme activities should be included which make a person beyond one’s ego and make him feel one with nature and others. Schools should arrange journeys, tours to new places and meeting a larger variety of people and cultures.

Provide more and more opportunities to come in the contact of nature and feel in different way, feel unity and oneness in others’ belonging, different cultures and communities’ level.

In materialistic age where violence is prevalent in the educational institutions/society, it is important to train the students for Spiritual Intelligence so that students may develop Spiritual Intelligence and bring harmony and peace in the society.

Self Directedness is very important as Self Directedness includes responsibility,
purposefulness, resourcefulness and self acceptance. Self Directedness is a part of Character but it is very strongly related to Goal Orientation. Recently educational psychologists have emphasized Goal Orientation which leads to better performance, learning and achievement.

A wide range of subjects should be included in the curriculum so that students may choose subjects according to their interest and consider themselves goal directed and purposeful for the society. In the lack of subjects students may be distracted and unable to select their aim/goal according to their ability. Moral values should be instilled which increase Self Directedness in students.

Suggestions for Further Research

Though the present investigation has been carried out with due care and thought regarding various aspects of the research work, it may continue to have some shortcomings which have been realized during the conduction of the research. Being conscious of the shortcomings some suggestions are being made here for further investigations in this area:

1- The sample was restricted to Aligarh city only. The sample for the data collection could be outside Aligarh city so that a comparative study between the different schools / departments of two or more universities may be carried out.

2- The sample of the study can include different streams i.e. arts, science, commerce and social science. Different departments should be included in the sample also.

3- Other variables suggested for further research are emotional intelligence, cultural Intelligence aptitude, creativity, Study habits etc. on Spiritual Intelligence. Moreover, these variables could give some interesting findings.

4- Larger sample provide better results, but the present research work is confined to only 500 senior secondary students. Thus it cannot claim for its comprehensiveness. Future researches may be conducted on even larger. The result may provide greater insight for students and researchers.